

URBAN
MUNICIPAL

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2002

AGENDAS/MINUTES
HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD
APR. 8, 2002 ...

CAS ON HW WAG
A33
2002

COMMITTEE OF THE WHOLE

Monday, April 8, 2002

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of Minutes of March 18, 2002
3. Business Arising from the Minutes
4. Approval of Agenda

URBAN MUNICIPAL

R. Woodworth

APR 11 2002

DELEGATION

GOVERNMENT DOCUMENTS

5. Lloyd George School Council re secretarial reduction

S. Penner

I ACTION ITEMS:

Program

6. 2002/2003 School Year Calendar

J. Wibberley

Human Resources

7. Response to Pleasant Valley School Council
re Reduction to Secretarial Time – Verbal Update

K. Bain/C. Reid

Resource Allocation

8. School Renewal Deficit
9. Trillium Lakelands DSB re increased ISA funding
10. Correspondence from Peel DSB re The Quality in the Classroom Act
11. Correspondence from Greater Essex County DSB re double cohort concerns
12. Correspondence from Greater Essex County DSB re staffing/salary concerns

D. Grant

Relationships

13. Quarter Century Recognition

M. Matier

Communication

14. Question regarding surveys

L. Orban

Governance

15. Request for Liquor License - Dr. J. Edgar Davey Fundraiser

J. Wibberley

Accommodation

Future Meetings:

Committee of the Whole
Board

Special Education Advisory Committee

Monday, April 15, 2002

Monday, April 22, 2002

Wednesday, April 24, 2002

6:30 p.m.

6:30 p.m.

7:00 p.m.

MINUTES OF THE COMMITTEE OF THE WHOLE

March 18, 2002

Those present: Trustees Reg Woodworth (Chair), Robert Barlow, Wes Hicks, Eleanor Johnstone, Wayne Marston, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson, Judith Bishop and Graham Hillgren (student trustee).

Regrets: Bruce Wallace.

In attendance: M. Matier (Director of Education and Secretary), K. Bain (Superintendent of Education), M. Botting (Superintendent of Student Services), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Program and Assessment), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education), C. Reid (Superintendent of Education) and J. Wibberley (Superintendent of Education).

Also in attendance:

D. Sage, Manager of Accommodation and Planning

1. Call to Order

R. Woodworth called the meeting to order at 6:32 p.m.

2. Approval of the Minutes of February 11, 2002

It was moved by L. Orban, seconded by J. Bishop: That the minutes of February 11, 2002 be approved.

CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Added Items:

- Templemead Stakeholder Group – added *Page 11-16*
- Correspondence re Secretarial Staff in the Schools
S. Noordyk
C. Nichols

It was moved by R. Barlow, seconded by W. Hicks: That the agenda be approved, as amended.

CARRIED UNANIMOUSLY.

DELEGATION

5. J. Brennan, Chair, Pleasant Valley School Council re Reduction to Secretarial Time

R. Woodworth explained briefly the Board's delegation process and then called on Jessica Brennan. Prior to the presentation, J. Brennan introduced R. Hughes, parent and co-presenter, and then acknowledged S. Lowrey, Principal of Pleasant Valley School, who was in the audience.

J. Brennan noted the presentation was focused on ongoing concerns with the Board's recent decision to reduce the school's secretarial time from 1.0 FTE to 0.5 FTE. While acknowledging the responses about the issue from J. Bishop, Chair of the Board, and C. Reid, the Superintendent

of Education with responsibility for negotiations with Office, Clerical and Technical Unit (OCTU), J. Brennan expressed the Council's disappointment with the way this decision was communicated to the school community.

The presenters emphasized the adverse implication of a half-time school secretary, particularly to school security and safety of the students, quality of school life, programming and school planning/activities.

When R. Hughes spoke about an exit interview/survey the Council conducted with parents of children who have left the school, J. Bishop noted the trustees did not have an opportunity to see this, believing it was not related to the issue of secretarial time.

The Chair requested the presentation focus on a general discussion of the implications of the reduction to secretarial time.

R. Hughes pointed out the declining resources at the school could be a major reason for the lower student numbers. Recalling the Council had sent copies of the survey to the trustees, he noted student enrolment is a major concern for the Board and emphasized the School Council is prepared to assist in addressing this issue.

W. Hicks stated trustees had little choice in light of the provincial government's funding formula, adding the Board has to look beyond the restrictions.

In addition to funding, L. Peddle noted the issue of fixed incomes. She referred to the discussion of potential closure of some East Mountain schools later in the evening, stating the Board will need public support in dealing with difficult decisions.

R. Barlow concluded the delegation has raised a significant issue with the exit interview.

The Director said Superintendent K. Bain will have a discussion with the Council.

At this time, E. Johnstone signified her intention to refer the presentation to the officials.

R. Woodworth thanked the presenters.

It was moved by E. Johnstone, seconded by W. Marston: That the delegation presentation regarding Reduction to Secretarial Time be referred to the administration for review and comment.

The Director clarified for the members administration's understanding that the officials will not be revisiting the re-allocation/calculation formula with respect to secretarial staffing.

To the motion, **CARRIED UNANIMOUSLY.**

PRESENTATION:

6. Kindergarten Video

The Committee viewed a video of the Board's Kindergarten programming.

At the conclusion of the presentation, the Chair thanked L. Howarth, Early Childhood Consultant, and the other people involved in the production of the interesting video.

I ACTION ITEMS:**Program****7. Alternative Diploma Proposal**

K. Croxall presented the report and referred to the recommended action. She then introduced Lawrie Cook, Secondary School Reform Consultant, who discussed the four components of the model for alternatives to the Ontario Secondary School Diploma (OSSD) developed by 20 regional school boards (charts on Pages 6-2 and 6-3).

It was moved by R. Barlow, seconded by J. Bishop:

- (a) That The Hamilton-Wentworth District School Board support the continued consultation and work being done toward the implementation of the District School Board Diploma for Employment and the District School Board Graduation Certificate including the Literacy Portfolio, Skills Passport or Skills Tool Kit, and Experiential Learning components as an opportunity additional to the OSSD (Ontario Secondary School Diploma) for those students desiring such additional options.**
- (b) That The Hamilton-Wentworth District School Board join with other school boards to petition the Ministry of Education to incorporate this proposal into provincial policy as a means of addressing the needs of a significant portion of our student population.**

Trustees Marston and Barlow concluded this is a critical issue given the identified needs of considerable number of students, commending the efforts of those involved with the project.

K. Croxall advised R. Barlow that school boards across the province are together relative to the implementation of the proposal. Once it is underway and employers recognize its value, it is anticipated that the Ministry of Education will "pitch in" to this venture.

Responding to J. Bishop's question on credit funding, K. Croxall explained that, based on her discussion with the Ministry, this proposal grew out of the concerns regarding Special Education students getting credits; but the diploma proposal then expanded beyond that. She noted the school boards will be able to offer this program and receive funding.

D. Grant clarified further that this could factor into the definition of a course and the equivalent of full-time student: two courses = part-time student and 3 courses = full-time student.

L. Cook noted the Ministry approves the course titles and school staff work closely to create consistency around this.

L. Cook explained for L. Orban that prior to the Secondary School Reform, the Ministry indicated 30% of students may not get a diploma. The Ministry then published a double cohort survey to look at the significant number of students who are challenged.

K. Croxall noted in the past, students were able to get credit at the basic level.

L. Orban was concerned the proposal could create different classes of diplomas and wondered how the students will be motivated to grow and take the challenge.

L. Cook remarked that one motivation is to provide these students with something they are able to do.

K. Croxall added that, unlike Alternative Education which aims to serve a group of students with specific needs but which requires more time to achieve and be successful, the alternative diploma proposal will be dealing with a slightly different group, including students with special needs who are being penalized with the current system.

L. Cook advised J. Bishop that the Industry-Education Council and several local employers have provided positive input to the proposed document.

I. Thompson was advised that labour unions have not been involved (Toronto is already doing this). It is the intent to include other stakeholders as soon as possible.

To the motion, **CARRIED, 9 IN FAVOUR, 1 ABSTENTION.**

Human Resources

8. Occupational Health and Safety Policy

It was moved by W. Marston, seconded by E. Johnstone: That the Occupational Health and Safety Policy be approved as recommended by the Joint Advisory Committee and Executive Council.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to provide and maintain a safe and healthy work environment for all employees and to establish programs to prevent injury and occupational diseases.

In reviewing the report, M. Matier noted the minor revisions from the Joint Advisory Committee.

To the motion, **CARRIED UNANIMOUSLY.**

Resource Allocation

9. Hydro Privatization

It was moved by R. Barlow, seconded by W. Marston: Whereas, the Ontario government's proposed plan to privatize and deregulate the Ontario electricity industry will:

- **result in higher consumer and industrial rates**
- **put increased pressure on The Hamilton-Wentworth District School Board's budget**
- **reduce Ontario's economic advantage, threaten jobs and pose a substantial threat to our environment**

Therefore, be it resolved, that The Hamilton-Wentworth District School Board write to and urge the Premier and the government on Ontario to immediately halt the privatization of Ontario's electricity system.

Be it further resolved that The Hamilton-Wentworth District School Board send copies of this letter to the Minister of Education, Minister of Energy and member boards of The Ontario Public School Boards Association.

R. Barlow recalled the adverse implications of the deregulation of natural gas for Ontario.

In response to R. Barlow's query, D. Grant indicated the current average Hydro cost is \$345,000 (a 20% increase will be approximately \$800,000).

To the motion, **CARRIED, 8 IN FAVOUR, 1 OPPOSED, 1 ABSTENTION.**

10. Extra Fees Charged by High Schools

R. Barlow said he received calls, including from local media, about extra fees charged by high schools (e.g. core curriculum, athletics) and asked if there is a Board policy on this.

The Director affirmed fees may be charged for some sports activities (as part of Physical Education) where students will be asked to contribute part of the cost. He did not think there is a consistent approach but would depend on each school's situation and the nature of the program. A survey of each school may be needed to determine what is happening across the system.

R. Barlow believed it would be helpful to develop a policy.

C. Reid confirmed for W. Hicks that a number of cases involving fee charges have come to the School Councils, depending on school needs.

L. Orban felt there should be proper communication to parents, emphasizing flexibility around this issue.

When J. Bishop suggested involving the Student Councils, G. Hillgren agreed to raise the issue at their next meeting.

Relationships

11. Draft Policy - Quarter Century Service Recognition

It was moved by R. Mulholland, seconded by E. Johnstone: That the draft policy for Quarter Century Service Recognition be referred to the Joint Advisory Committee.

In reviewing the report, M. Matier noted the reception costs for this initial year will be significant and there is no budget available to cover this expense. He then requested R. Mulholland, who is spearheading the event, to speak on the progress to date.

R. Mulholland confirmed the reception (dessert buffet and coffee) will involve about 750 employees. He is currently "more than halfway" raising the required funds through corporate sponsorships. R. Mulholland suggested that \$1,500 be set aside in the budget each year for the Quarter Century Service Recognition reception.

Responding to E. Johnstone, R. Mulholland assured members that business firms dealing with liquor and tobacco will not be approached as sponsors.

On behalf of the Board, J. Bishop expressed appreciation for R. Mulholland's efforts. She noted the main focus here is to recognize the value and contributions of staff. J. Bishop strongly felt there should be a venue for retired employees to come back and be able to stay connected with the Board.

Reminding our board is on fixed income, L. Orban expressed ambivalence with the costs involved, suggesting the public should be made aware of considerable money spent in support of this type of events.

To the motion, **CARRIED UNANIMOUSLY.**

Accommodation

12. Templemead Stakeholder Group

It was moved by L. Peddle, seconded by L. Orban: That the new Templemead School's catchment area be defined as the area enclosed by: east side of Upper Sherman; west side of Red Hill Creek; northside of Rymal Road and south side of Stone Church.

CARRIED UNANIMOUSLY.

It was moved by L. Peddle, seconded by L. Orban: That Hampton Heights, Highview, Huntington Park and Sherwood Heights schools be identified for potential closure and that these schools along with Fernwood Park and Peace Memorial be included in a closure study to be undertaken in accordance with the School Closure Policy.

In reply to W. Hicks, L. Peddle explained that after a review of 10 to 12 schools (the entire Ward 6 and a number of schools in Ward 7), it was concluded that any school to the South did not need to be reviewed while those to the North end should be considered.

Expressing his concerns, W. Hicks recalled the Board used full criteria in previous school closure deliberations, e. g. Seneca School.

Noting the considerable work on the Templemead catchment area, D. Grant stated it will be clearly demonstrated that there is under utilization of the schools. The recommended action will be to close schools based on excess capacity.

D. Grant clarified further for W. Hicks that the areas alluded to by L. Peddle, specifically Mohawk Road by the Brow would have excess capacity greater than five percent. The intent will be to conduct a detailed study with the review committee presenting a strong recommendation in the fall. With respect to the composition of the School Closure Review Committee, D. Grant referred to the School Closure Policy (Pages 11-14, Article 8).

Although he understood W. Hicks' concerns, R. Barlow emphasized his belief that the Board "should build new schools first then look at school closures".

L. Peddle believed this process will work, stressing the next step is to move on towards this direction.

It was moved by R. Mulholland, seconded by W. Marston: That the question be called.

CARRIED UNANIMOUSLY.

To the motion, **CARRIED, 9 IN FAVOUR, 2 OPPOSED.**

13. Templemead Day Care Proposal

It was moved by J. Bishop, seconded by E. Johnstone: That the Board authorize the Superintendent of Business and Treasurer to execute an agreement with the Umbrella Family and Child Centres of Hamilton (Umbrella Board) with respect to the construction of a child-care facility as part of the new Templemead School subject to all of the following provisions:

- Final agreement to be in a form satisfactory to the School Board's solicitor.
- All construction costs associated with the child-care facility to be reimbursed, with interest, via monthly payments to the School Board within a term of 25 years.
- The Umbrella Board agrees to reimburse the School Board for all costs incurred in order to prepare for construction of the day care should the capital cost per square foot or interest rate exceed projections and the Umbrella Board need to pull out of the agreement once tender results are known.
- The School Board retains ownership of the property and should the school be closed in the future any proceeds on sale would accrue to the School Board.
- Design of child-care facility to be consistent with standard of most recent facilities in School Board schools.
- Furniture and equipment for the child-care facility are not included in this agreement and remain the direct responsibility of the Umbrella Board.

D. Grant reviewed the salient details of the report.

In response to L. Orban's concern, D. Grant clarified the motion was specific to the new Templemead School, noting there was no suggestion of having a child-care facility for every new school. He acknowledged that Board approval will be required for future similar proposals.

To the motion, **CARRIED, 7 IN FAVOUR, 1 OPPOSED.** [R. Barlow declared a conflict of interest and abstained from voting.]

14. Re-organization of Hess Street School – JK to Grade 8 Model

[With the members agreement, this item was moved ahead of the two other agenda items under Accommodation.]

It was moved by R. Mulholland, seconded by R. Barlow:

- (a) **That beginning September 2002, Hess Street School offer a Grade 7 program in a JK-Grade 7 community school setting.**
- (b) **That beginning September 2003, Hess Street School offer a Grade 8 program in a JK-Grade 8 community school setting.**

C. Reid presented the report, emphasizing the following points:

- Executive Council reviewed and supported the proposed re-organization.
- There is proactive support from the school staff/community and partnership with the local secondary school (Sir John A. Macdonald School).
- The ongoing catchment review will have no impact on this proposal.

Observing the rationale was based mainly on school/community support. W. Hicks perceived a precedent in this case and felt the decision could "come back and haunt the Board" during the catchment review process.

C. Reid clarified the planning for this reorganization began well before the school closure process, recalling the school community had been waiting for the last three years for this direction to happen.

D. Grant advised W. Hicks that the recommended action is aligned with the work of the Catchment Redefinition Committee, affirming the Hess School numbers could increase but only to a minimal.

L. Orban believed this case should go through the appropriate process and not be an exception to the rules. She would like to see the motion referred to the Catchment Redefinition Committee, in consideration of other similar cases, e.g. Dundana School.

R. Mulholland recalled Hess Street School had applied for funding to change to a JK-Grade 8 model in the past.

Trustees Marston and Johnstone voiced their support for the motion, emphasizing this would be the best direction given the unique nature of this school.

J. Bishop was opposed to having the school community wait another year to implement the proposed model, stressing the series of activities which took place for over four years was sufficient evidence that this school had gone through the process. She firmly believed this is the best solution for Hess Street School given its uniqueness, diversity of the student population, safety concerns due to constant moving around of the school children and the ESL skills of the teaching staff.

To the motion, **CARRIED, 7 IN FAVOUR, 2 OPPOSED, 1 ABSTENTION.**

II MONITORING ITEMS:

Human Resources

15. Staffing Report – Full-Time Equivalent Positions

Monitoring Statement: The number of full-time equivalent positions in place for the Board as of February 28, 2002 is consistent with the number anticipated.

Resource Allocation

16. 2001/2002 Financial Report – January 31, 2002

Monitoring Statement: Budget to actual trends that have been identified to date are outlined on page two of the report.

17. The Hamilton-Wentworth District School Board Foundation Audited Financial Statements – August 31, 2001

Monitoring Statement: The audited financial statements for The Hamilton-Wentworth District School Board Foundation for the fiscal year ended August 31, 2001 are attached to the report.

These statements have been audited by the external auditor appointed by the Foundation, KPMG LLP, Chartered Accountants.

18. The Hamilton-Wentworth District School Board Foundation Administrative Costs

Monitoring Statement: The estimated administrative costs of The Hamilton-Wentworth District School Board Foundation are attached to the report.

Stressing the importance of the Board's Foundation,

It was moved by J. Bishop, seconded by I. Thompson: That The Hamilton-Wentworth District School Board Foundation be run at no cost to the Board.

J. Bishop explained the intent of the motion was to fully promote the Foundation and bring it to a stronger financial base.

L. Peddle could not support the motion without having input from staff, she would prefer referring this to administration at this time.

It was moved in amendment by L. Peddle, seconded by L. Orban: That the motion be referred to the officials for a report regarding a preferred way to manage the Foundation.

CARRIED UNANIMOUSLY.

The Director recognized the considerable efforts of I. Polidori, Manager of Finance, and staff in the preparation of the report.

III INFORMATION ITEMS:

19. Status of Delta Secondary School

W. Joudrie said the school has gone through a series of investigations with the Fire Marshall since the fire on Wednesday, March 6th. During the fire, the classrooms were abandoned due to the urgency of the situation. The school re-opened briefly on Friday, March 8th, allowing students an hour to pick up their possessions left at the school during the evacuation. Acknowledging the efforts of staff, W. Joudrie advised further that double shifts are addressing the cleaning and restoration work (all areas have been cleared, except the fire scene).

Trustees Barlow and Thompson commended the staff's dedication in dealing with the situation. R. Barlow added the person(s) responsible should be dealt with seriously, given the implications of this incident to other areas of the system.

G. Hillgren said the evacuation process was quite efficient.

In reaction to the members' concerns with the apparent faulty fire detection system, W. Joudrie stated the school will be looking into fire drills/prevention exercises to ensure an appropriate fire safety level.

20. Status of Dundana School re Potential Closure

M. Matier advised members he received a letter from the Chair of Dundana School Council requesting him to confirm that Dundana School is no longer on the potential school closure list. He then drew attention to his response letter (Page 19), which clarified that the trustees referred the motion (removing Dundana School from the list of schools identified for potential closure) to the Accommodation Strategic Direction Committee. The Director further noted that the trustee for the school area has been apprised of this issue.

21. Correspondence re Secretarial Staff in the Schools (B. Veenstra, J. Benjamin, L. Burrows; N. DelSordo; P. Van Horne; B. Dexter; J. Gardiner; S. Noordyk; and C. Nichols)

It was moved by L. Orban, seconded by E. Johnstone: That the letters regarding Secretarial Staff in the Schools be received and referred to administration.

CARRIED.

Public Questions for Clarification

Nil.

It was moved by L. Orban, seconded by E. Johnstone: That the committee meet in-camera.

CARRIED UNANIMOUSLY.

The open session then adjourned at 9:30 p.m.

rt

II MONITORING ITEMS: (see yellow)

Program

16. Grade 8 to 9 Destinations Summary 2001

W. Joudrie

Human Resources

17. Staffing Report

D. Grant

Resource Allocation

18. Financial Report

D. Grant

III INFORMATION ITEMS: (see pink)

Nil.

19. Public Questions for Clarification

Future Meetings:

Committee of the Whole

Monday, April 15, 2002

6:30 p.m.

Board

Monday, April 22, 2002

6:30 p.m.

Special Education Advisory Committee

Wednesday, April 24, 2002

7:00 p.m.

#6

Memorandum

April 8, 2001

To: Merv Matier, Director of Education

From: Jim Wibberley, Superintendent of Education

Re: 2002/2003 School Year Calendar

Approved for use by the Director.

Signature: Merv Matier

Date: April 5th 2002

Recommended Actions:

Moved by _____ that the proposed 2002/2003 School Year Calendar for Elementary Schools in the Hamilton-Wentworth District School Board be approved. (Appendix A)

Moved by _____ that the proposed 2002/2003 School Year Calendar for Secondary Schools in the Hamilton Wentworth District School Board be approved (Appendix B)

Rationale:

1. The Hamilton-Wentworth District School Board and the Hamilton-Wentworth Catholic District School Board have been working together to develop common school year calendars. This began with the 2001/2002 school year calendar and continues with this year's calendar. A common calendar for both Boards is in the best interest of the entire Hamilton-Wentworth community.
2. The calendar development process is outlined in Appendix C. There were joint meetings with representatives from both Boards and the calendars for both the 2001/2002 and 2002/2003 school year were shared with Schools, School Councils/Home and Schools and each of the employee groups. Support was received last year for the proposed 2002/2003 school year calendar at that time.
3. The 2001/2002 Elementary calendar included some features of each Board's previous calendars (e.g. placement of PA Days). This pattern continues with the 2002/2003 school year calendar. At the end of next year each Board will have experienced the other Board's approach to the placement of Elementary PA Days.
4. For the 2002/2003 school year the Secondary calendar remains unchanged in its format for the third year in a row. The Elementary calendar has the fall PA day moving back to early November and the June PA day moving from the end of the month to the end of the first week. The June PA Day has been used differently in each of the Boards. The Catholic Board uses the day in early June to permit staff

who are changing schools to attend at the new school in early June. The Public Board has used the June PA Day on the last day of school to draw closure to the school year. With the 2002/2003 calendar we will have tried both approaches.

5. The intent of the two year calendar cycle is to develop a common calendar for 2003/2004 based on each Board's experiences over this year and next.
6. The 2001/2002 Elementary School Year calendar has been attached to allow for comparison. (Appendix D)

Attachments:

Appendix A – Proposed 2002/2003 Elementary Calendar

Appendix B - Proposed 2002/2003 Secondary Calendar

Appendix C – Calendar Development Process

Appendix D - 2001/2002 Elementary Calendar

2002-2003 ELEMENTARY SCHOOL YEAR CALENDAR

GENERAL OUTLINE OF ACTIVITIES

NOTE:

The School Year begins September 3, 2002 and ends June 26, 2003.

Instruction for students begins on September 3, 2002 and ends on June 26, 2003.

PROFESSIONAL ACTIVITY DAYS

Professional Activity Days are included in the 2002-2003 School Year Calendar to enable teachers to focus on a number of organizational and program requirements.

The Professional Activity Days provide opportunities for the development and implementation of the School Plan and planning for the implementation of Ontario Curriculum. Pupil Evaluation and Interview Days provide opportunities for report preparation and face to face sharing of information with parents/guardians regarding student progress and planning for future programming and placement of students.

Month	Activity	Date
October	System	November 1
December	Pupil Evaluation / Interviews	December 6
February	In School Curriculum Day	February 21
June	Curriculum Evaluation / Planning and Assessment / School Organization	June 6

2002-2003 SECONDARY SCHOOL YEAR CALENDAR

GENERAL OUTLINE OF ACTIVITIES

NOTE:

The School Year begins September 3, 2002 and ends June 26, 2003.

Instruction for students begins on September 3, 2002 and ends on June 25, 2003.

PROFESSIONAL ACTIVITY DAYS

Professional Activity Days are included in the 2002-2003 School Year Calendar to enable teachers to focus on a number of organizational and program requirements.

Turnaround days take place at the end of semester. Activities include report preparation, credit granting and promotion meetings. Decisions are made regarding the placement of exceptional pupils. Registrations are completed and adjustments are made in student timetables. Year end planning includes promotions, graduation, diploma granting, and course revisions.

Month	Activity	Date
January	Turnaround / Interface	January 28, 29
June	Pupil Evaluation / Promotion / Year End Planning	June 24, 26

Semester Breakdown for 2002-2003 School Year Calendar

Semester	Duration	Teaching Days	Evaluation Days	P.A. Days	Total School Days
ONE	Begins September 3 Ends January 30	90	5	2	97
TWO	Begins January 31 Ends June 25	90	5	2	97
TOTAL		180	10	4	194

Proposed School Year Calendar - 2002 - 2003 - SECONDARY

Legend: H - Statutory School Holiday

E - Scheduled Examination Day

P - Professional Activity Day

B - Board Designated Holiday

MONTH		Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Exam Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
					M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
September		20			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
					H	S	1																																
October		22			1	2	3	4		7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31											
															H																								
November		21							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29										
December		15			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31													
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January	2	13	5		1	2	3		6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31											
					H	H	H													E	E	E	E	E	E	P	P	S	2										
February		20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31														
March		16			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31														
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April		20			1	2	3	4		7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30												
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May		21							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30									
																				H																			
June	2	12	5		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
																				E	E	E	E	E															
Total	4	180	10																	E	P		P																

Total days in the calendar = 194

Summer Break begins June 27

SAFT

Total days in the calendar = 194

Note: Summer Break begins June 27

SEMESTER BREAKDOWN

SEM. I September 3, 2002 to January 30, 2003 - 90 Instr. + 5E + 2 PA = 97
SEM. II January 31, 2003 to June 26, 2003 - 90 Instr. + 5E + 2 PA = 97

DRAFT

S1 = first day of semester one
S2 = first day of semester two

6-5

2001-2002/2002-2003 SCHOOL YEAR CALENDAR DEVELOPMENT

GOAL:

Develop in accordance with Board resolutions, the 2001-2002/2002-2003 School Year Calendar through a Joint Committee of representatives of the Catholic and Public School Boards in order to have a common calendar in support of our transportation system.

PARAMETERS:

At a preliminary meeting of the Superintendents responsible for the Calendar in each Board and the chairman of each Board, the following parameters were developed for the Joint Committee:

- Length of school year – 194 days
- Common calendars are to be developed in order to support initiatives being undertaken by both Boards towards transportation savings
- Formats to be considered over a two year period in order to provide for a transition to a common calendar
- The Joint Committee will need a compelling reason to have variance in calendars

REPRESENTATIVE ADVISORY COMMITTEE:

Representative	Catholic Board	Public Board
Superintendents	Phil DiFrancesco	Jim Wibberley
Parent	Irene Costie	Sonia Samek
Elementary Principals	Gemma Monaco	Wanda Lane
Secondary Principals	Theresa Mazza	Marg Bowman
Elementary Teachers	Peter Mamer	Kelly Hayes
Secondary Teachers	Dan Trevisan	Carl Chopp

TIME LINE:

Date	Action or Completed Task	Note
January 11, 2001 January 15, 2001	Meeting of superintendents to set up procedure, timelines, and preliminary calendar	
January 24, 2001	Convening of Advisory Representatives for input to proposed calendar prior to wider distribution for input	
January 26, 2001	Release of proposed calendar for input from Schools, Principals, School Councils/Home & School	Allows month of February for consideration
March 1, 2001	Deadline for submitting input	
February 2001 and 2002	Superintendents meet to organize input	
First week of March 2001 and 2002	Meeting of Advisory Committee to finalize calendar based on wider input for recommendation to Board	
Third week of March 2001 and 2002	Recommended Calendars to respective Senior Management Councils for approval to Board	
First week of April to Board in 2001 and 2002	Report to respective Boards for approval	
Last week of April 2001 and 2002	Forward/data enter online to Ministry of Education	In compliance with May 1 requirement for filing
June 2001 and 2002	Release Calendars to Systems and Community following approval by Ministry	

Proposed School Year Calendar - 2001 - 2002 - ELEMENTARY

Legend: H - Statutory School Holiday

E - Scheduled Examination Day

P - Professional Activity Day

B - Board Designated Holiday

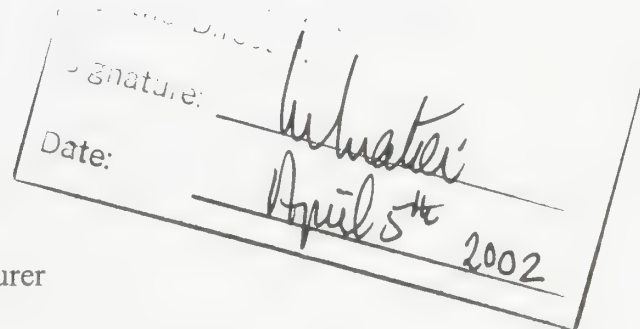
MONTH	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Exam Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		19		3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	22	24	25	26	27	28															
October	1	21		1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19 P	22	23	24	25	26	29	30	31												
November		22					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30										
December	1	14		3	4	5	6	7 P	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31														
January		19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31											
February	1	19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28											
March		15						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29										
April		21																																				
May		22																																				
June	1	18																																				
Total	4	190	0																																			

Total days in the calendar = 194

#8

The Hamilton-Wentworth District School Board

Memo



To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Dev Tyagi, Controller of Plant Services

Date: April 8, 2002

Re: School Renewal Deficit

Recommended Action:

Moved by: _____

That the combined 1.2 million deficit in the Barton and Westdale School Renewal projects be funded from the 2002/2003 School Renewal budget and funded in 2001/2002 on a temporary basis from working reserves.

Rationale:

Issue:

As reported in the January 31, 2002 financial report, the school renewal projects are currently in a deficit position. Action has been taken in order to address this deficit. However, subsequent to this action a shortfall of \$1.2 million remains as follows:

Barton	\$360,000.
Westdale	<u>840,000.</u>
	<u>\$1,200,000.</u>

Action Taken to Reduce School Renewal Deficit:

Action taken in order to mollify the issue include:

- Expenditures within School Renewal accounts have been reviewed and reallocated where possible. It is recognized that this action may add budget pressure to accounts in other areas, particularly, School Operations.
- School renewal budgets have been re-distributed to address as many project deficits as possible. This will mean that some projects planned for 2001/2002 will be deferred. The status of these projects will need to be reviewed as the 2002/2003 School Renewal project list is compiled. See Appendix A.

Contributing Factors:

Each year, as approved by the Board, a portion of next year's School Renewal budget has been pre-spent in the summer period in order to get a head start on renewal projects. The costs incurred in the prior period were temporarily covered by a transfer from working reserves. This practice, by itself, is a good practice and has allowed the Board to make effective use of the summer period. However, it has also served to complicate the monitoring of projects from year to year.

In addition, our financial statements are not finalized until the end of November. Consequently, amounts spent in the prior year have not been reflected in this years accounts until December. Therefore, unless carefully monitored, projects may appear to have a positive budget balance in the September to November time period when, in fact, the project budget has been fully expended.

Action Planned to Guard Against Re-occurrence:

Actions planned in order to prevent this issue from occurring again include:

- The Plant Department is reviewing its organizational structure and developing clear roles and responsibilities to ensure better monitoring of projects and costs. School Renewal projects will be assigned to specific Plant staff for the purpose of monitoring the relationship between actual costs and planned cost.
- Plant staff will be provided with in-service on how to utilize the financial information system and monthly reports to effect budget control.
- Procurement procedures, roles and responsibilities, will be reviewed with staff in Purchasing.
- Budget control within the financial information system will be adjusted in order to enhance monitoring of School Renewal expenditures.
- Year to year carry forward procedures will be clarified and timeframes enhanced.

Concluding Statement:

In many instances project costs have been allowed to exceed the amount estimated. This is not a desirable circumstance. However, these cost over-runs should not be viewed as monies wasted. These expenditures have served to procure renovations and improvements drastically required by our school facilities. Having said that, there is no question that we need to do a better job of preventing unapproved cost over-runs on projects. It is submitted that the action taken to date, actions planned to prevent re-occurrence and the recommended action above will help accomplish this objective.

April 8, 2002

Appendix A

The Hamilton-Wentworth District School Board
School Renewal: 2001/2002

School	Type of Work	Original Budget	Revised Budget
<hr/>			
Ancaster Sr	roofing	22,500	22,500
Billy Green	paving	25,000	20,521
Centennial	accmdtn	875,000	1,097,005
Centennial	roofing	160,000	141,657
Dundas Central Pub	accmdtn	130,000	96,596
GR Allan	heat/vent	200,000	180,000
Gibson	flooring	25,000	0
James Macdonald	roofing	25,000	0
Lawfield	asphalt	0	12,125
Lawfield	paving	280,000	239,762
Memorial -StCk	flooring	25,000	0
Millgrove	paving	40,000	0
Mt Albion	accmdtn	100,000	61,419
Mountview	paving	50,000	42,941
Prince of Wales	roofing	30,000	30,000
Prince Philip	paving	50,000	42,430
RA Riddell	site wk	0	42,780
Rousseau	security	20,000	10,000
Sherwood Heights	paving	30,000	0
Sir Isaac Brock	flooring	30,000	17,714
Sir Isaac Brock	roofing	90,000	111,411
Stinson	roofing	45,000	45,000
Tweedsmuir	flooring	30,000	0
Tweedsmuir	roofing	25,000	25,000
WH Ballard	heat/vent	200,000	92,852
WH Ballard	renovatn	0	107,148
Winona	heat/vent	50,000	5,000
Yorkview	roofing	76,000	76,000
Sir W Laurier	paving	60,000	0
Ancaster High	security	40,000	10,000
Barton	renovatn	850,000	1,700,000
Highland	asbestos	550,000	800,103
Highland	mechan	0	7,553
Highland	roofing	192,000	113,503
Orchard Pk	roofing	170,000	170,000
Orchard Pk	security	30,000	5,000
Saltfleet	security	30,000	5,000
Sherwood	security	30,000	5,000
Sir Allan McNabb	security	30,000	5,000
Sir John A MacDonald	heat/vent	0	93,558
Sir John A MacDonald	security	40,000	3,662
Waterdown	flooring	45,000	39,525
Westdale	renovatn	750,000	785,323
Westdale	roofing	22,500	0
Westmount	asbestos	0	130,355
Westmount	roofing	160,000	29,645

April 8, 2002

The Hamilton-Wentworth District School Board
 School Renewal: 2001/2002

School	Type of Work	Original Budget	Revised Budget

GENERAL			
Accessibility	access	200,000	21,460
Accommodation	accmdtn	65,000	21,495
DT/FS Classrooms	DT/FS	75,000	76,075
Flooring	flooring	270,796	50,000
Heat/Ventilation	heat/vent	50,000	25,000
Oil Tank Removals	oil tank	200,000	50,000
Portables	portables	50,000	78,005
Safety	safety	200,000	58,673
Security	security	80,000	20,000
		-----	-----
		6,823,796	6,823,796
		=====	=====

#9'

Trillium Lakelands

DISTRICT SCHOOL BOARD

February 12, 2002

The Honourable Janet Ecker
Minister of Education
Mowat Block, 22nd Floor
900 Bay St.
Toronto, ON M7A 1L2

Corporate Office

Box 420

300 County Road 36

Lindsay, ON

K9V 4S4

T 705-324-6776

F 705-328-2036

**Referred to the Committee of the Whole
at March 25, 2002 Board.**

Dear Ms. Ecker:

We are writing to express our support for the present ISA process. We realize that the Ministry has worked hard to improve this process over the past several years and we are confident that the direction your ministry is heading in this regard is the right one. A process must be available that demonstrates that differences do exist among school districts when it comes to students with special needs.

The Trillium Lakelands District School Board has actively participated in each round of the ISA process. We do recognize that problems have existed and we do share the frustration of school boards concerning the workload issues associated with the process. At the same time, however, we support your Ministry's position that very soon the ongoing amount of work will be dramatically reduced due to grandparenting of files.

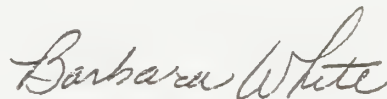
Our board recently went through round one of the present audit. Again, we were able to submit numerous files that were approved by your auditors. At the present time, files formerly approved and files now approved illustrate that we are drastically under-funded in excess of \$2.5 million. As you are aware, the ISA working group has recommended that school boards that can justify additional funding be able to go "live" in September of 2002. We urge you to adopt this recommendation. We are presently preparing files for the second round of your audit. These files, when approved, will further demonstrate our funding shortfall.

We support your process. We have worked hard to demonstrate that our present level of need far exceeds our funding. Your audit process confirms this fact. Effective for the 2002/03 school year, we urge you to increase ISA funding to all boards that can demonstrate, through your process, that they require additional special education funding.

Yours truly,



Rick Johnson
Board Chair



Barbara White
SEAC Chair

Haliburton Office

P.O. Box 507

Haliburton, ON

K0M 1S0

T 705-457-1980

F 705-457-3040

c.c. C. Hodgson, MPP Victoria-Brock
N. Miller, MPP Muskoka
P. Gooch, Manager of Finance Policy Unit
Chairs of Special Education Advisory Committees
Ontario District School Boards

Bracebridge Office

76 Pine Street

Bracebridge, ON

P1L 1N4

T 705-645-8704

F 705-645-8452

February 21, 2002

Honourable Janet Ecker, Minister of Education
Mowat Block, 900 Bay Street, 22nd Floor
Toronto, Ontario
M7A 1L2

**Referred to the Committee of the Whole
at March 25, 2002 Board.**

Dear Janet Ecker,

I am writing to you on behalf of Peel District School Board's approximately 9,000 teachers, 124,000 students and 370 school administrators with two specific and urgent requests regarding *The Quality in the Classroom Act*.

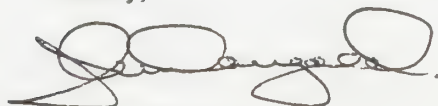
- The Peel board urges you to conduct genuine and meaningful consultation with school administrators and boards before finalizing the regulations. We ask that you listen to the needs and realities schools and boards face and that you make sure the regulations truly reflect what educators tell you. The bottom line is that any regulation must significantly reduce the unworkable administrative requirements of this new legislation.
- The board also urges you to give school boards a reasonable amount of time to implement the new legislation. We need at least one year *after* you release the regulations before we begin to implement the new requirements. Your deadline of September 2002, when we have not yet received the regulations, is completely unrealistic.

In making these requests, I know the Peel board is echoing what you have already heard from such provincial organizations as the Ontario Public School Boards' Association, the Council of Directors of Education and the Ontario Principals' Council. In adding our voice of concern to those already expressed by these representative organizations, we are pointing out what everyone knows—to improve the quality in the classroom, the Ministry must work with those closest to the classroom—school boards, administrators and educators.

All of us want the best possible quality for Ontario schools and classrooms. All of us are committed to public accountability, high standards of induction, development and performance appraisal. Your government can choose to move forward with the regulations in a way that supports school boards and administrators in those jobs, or you can create hurdles to achieving those goals through unmanageable regulations and unrealistic timelines. Like you, we want the implementation to make a positive contribution to improving education, and not to be another source of conflict.

We urge you to use your legislative powers to give us tools that truly improve classroom quality.

Sincerely,



Janet McDougald,
Chair of the Board

c: Ontario Principals' Council
OPSBA
Peel MPP's
Public School Boards
School Council Chairs

TRUSTEES

Janet McDougald (Chair)
Ruth Thompson (Vice-Chair)
Valerie Arnold-Judge
Randy Barnett

Beryl Ford
Dian Gray
Steve Kavanagh
Warren Kennedy

Sue McFadden
Sandy Ransom
Don Stephens
Rick Williams

DIRECTOR OF EDUCATION
& SECRETARY
Harold Brathwaite

ASSOCIATE DIRECTOR - EDUCATIONAL SERVICES
Judith Nyman

ASSOCIATE DIRECTOR - CORPORATE SERVICES
Harinder Takhar

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1

Tel: (519) 255-3200

www.GECDSB.on.ca

March 6, 2002



Referred to the Committee of the Whole
at March 25, 2002 Board.

The Honourable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2

Dear Minister Ecker:

At the regular meeting of the Greater Essex County District School Board, held March 5, 2002, the Board continued its examination of several areas of its budget and operations. We are doing this in response to an increased number of concerns from members of our community and others across the province about the inadequacy of education funding and its impact on our students. The double cohort was explored at our meeting on the 5th.

Minister, we believe you should be aware:

- Beginning in September 2003, the elimination of the OAC year will mean fewer students in our high schools. Fewer students means reduced student grants for school boards. The proportional loss of OAC student grants for our Board is approximately \$6.7 million.
- Fewer students also means fewer teachers. The savings in our teacher salaries will equal approximately \$3 million. Our concern is where will we find the other \$3.7 million in savings due to the loss of OAC student grants. Schools still must be heated, cleaned and repaired when OAC students are gone.
- If per pupil funding remains the same, the double cohort - the year of the double graduating class of grade 12 and OAC students - will result in the provincial government saving \$367 million annually.

This funding formula has been in place since 1998. Over the past few months we clearly communicated where the funding model is broken. The province will have these funds available, some as early as this September.

For these reasons, the Greater Essex County District School Board calls on you and your Ministry to:

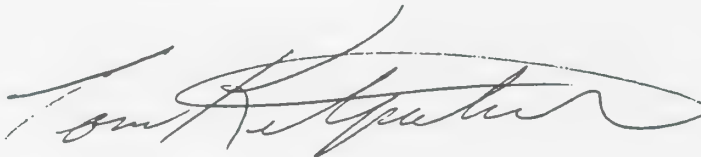
1. Reinvest the double cohort savings **back into education.**
2. Maintain the non-classroom components of the per pupil grants that would be lost due to the OAC caused enrolment decline so that school boards can meet their fixed cost commitments.
3. Use the additional double cohort savings to address urgent funding needs in the areas of special education, transportation, building renewal, salaries and learning resources.

Ministry Janet Ecker
March 6, 2002

Page 2

Enclosed you will find the written materials submitted at the meeting as well as the excerpt of minutes from the March 5, 2002 Board Meeting.

Yours truly,

A handwritten signature in black ink, appearing to read "Tom Kilpatrick", with a large, sweeping flourish at the end.

Tom Kilpatrick,
Chairperson

c: Deputy Minister of Education
G. Townsend, London District Office
MPPs
OPSBA
Ontario District School Boards
Children's Services Council
Gerard Kennedy, Liberal Education Critic
Rosario Marchese, NDP Education Critic
City Council
County Council
Enclosures

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1

Tel: (519) 255-3200

www.GECDSB.on.ca



March 1, 2002

The Honourable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2

**Referred to the Committee of the Whole
at March 25, 2002 Board.**

Dear Minister Ecker:

At the regular meeting of the Greater Essex County District School Board, held February 19, 2002, the Board continued its examination of several areas of its budget and operations. We are doing this in response to an increased number of concerns from members of our community and others across the province about the inadequacy of education funding and its impact on our students. The areas of staff compensation and retirement gratuities were explored at our meeting on the 19th.

Minister, we believe you should be aware:

- The new funding formula established budgets which were too low, particularly for Boards such as ours as it did not take into consideration what the salaries of individual Boards were at the time. As a result, there is inadequate funding in the funding formula to provide for appropriate levels of salaries and benefits for staff.
- Provincial funding for salary increases has fallen far short of the rate of inflation. Since 1998, school boards received 1.95% for compensation increases while the inflation rate has crept to 7.9%.
- Retirements in the teaching profession have occurred in record numbers over the past years. Boards planned to pay for retirement gratuities for teachers, our largest employee group, through the salary differential of hiring new teachers. Under the new funding model, the Ministry claws back these salary savings immediately, leaving boards to pay these retirement gratuities without the savings in salaries.
- The government has put in place a piece of legislation that has stipulated three year collective agreements with our teachers, yet there is no reliable way to estimate revenue for next year. There is no ability for boards to plan when grants are announced annually (and for the past few years there announcements have come months later than budget planning requires). Boards are in a perpetual state of negotiations with employee groups.
- Despite the expertise at the collective bargaining table, we cannot effectively bargain without necessary resources to bring to the table. Particularly, when those salaries represent a very large portion of our budget.
- This has set up almost impossible conditions to negotiate in good faith with our employees, particularly when other organizations have the resources to offer higher compensation to their employees.
- There is ample evidence that there is a looming and increasing shortage of new teachers choosing to go into the teaching profession. Yet, because of the funding formula, we are unable to offer competitive salaries to interest capable young people in coming into our profession and to our Board.

This funding formula has been in place since 1998. Our staff have experienced increased workloads along with minimal salary increases. The GECDSB is one of the largest employers in Windsor/Essex. Boards are experiencing record levels of retirements and a looming shortage of new teachers entering our classrooms. Our students, and our 4,000 employees, deserve better.

For these reasons, the Greater Essex County District School Board calls on you and your Ministry to:

1. Delay the provincial claw back of differential salary savings for one year after a teacher retires, thereby providing boards the funds to honour their collective agreements.
2. Assist us in recruiting capable and qualified staff by providing compensation increases in education which are competitive with increases granted to other sectors.
3. Provide emergency dollars to boards to permit fair collective bargaining with staff this year.

Enclosed you will find the written materials submitted at the meeting as well as the excerpt of minutes from the February 19, 2002 Board Meeting.

Yours truly,



Tom Kilpatrick,
Chairperson

c: Deputy Minister of Education
G. Townsend, London District Office
MPPs
OPSBA
Ontario District School Boards
Children's Services Council
Gerard Kennedy, Liberal Education Critic
Rosario Marchese, NDP Education Critic
City Council
County Council

Enclosures

#13

April 8, 2002

To: The Trustees

From: Merv Matier, Director and Secretary

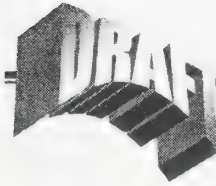
Re: POLICY – QUARTER CENTURY SERVICE RECOGNITION

RECOMMENDED ACTION:

It is moved by _____, seconded by: That the policy for *Quarter Century Service Recognition* be approved as presented.

Rationale

At its meeting on March 19, the draft policy was supported by the Joint Advisory Committee with one amendment as shown.



QUARTER CENTURY SERVICE RECOGNITION

Date Approved: t.b.d.Projected Review Date: t.b.d.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth Region.

RESPONSIBILITY: Director of Education and Secretary

OPERATING PROCEDURES:

1. All employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth region shall be invited to a Board-sponsored reception.
2. The reception will be held each year with the details planned by the Office of the Director of Education and Secretary in consultation and collaboration with the Chair of the Board.
3. A commemorative gift for each employee in recognition of the years of service shall be chosen by the Chair of the Board.
4. All Trustees, Senior Officials and *an Official from each Employee Group* shall be invited to attend.
5. The cost to the Board shall not to exceed the approved budgeted amount.

Reference: Not applicable.

15

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: MERV MATIER, DIRECTOR OF EDUCATION
FROM: JIM WIBBERLEY, SUPERINTENDENT OF EDUCATION
DATE: March 22, 2002
RE: DR. J. EDGAR DAVEY FUNDRAISER

Reviewed by the Director
Signature: M. Matier
Date: April 5th 2002

RECOMMENDATION:

Moved by _____, seconded by _____
That The Hamilton-Wentworth District School Board approved the request from Dr. J. Edgar Davey Elementary School and the Y.M.C.A. to acquire a liquor license for their fundraiser June 1, 2002 for the 2002 Partners with Youth Campaign.

RATIONALE:

Attached is the letter of request from Leah Schwenger, Principal, Dr. J. Edgar Davey Elementary School.





DR. J. EDGAR DAVEY ELEMENTARY SCHOOL

99 Ferguson Avenue North, Hamilton, Ontario L8R 1L6

15-1

Telephone: (905) 522-2175

Fax: (905) 522-4801

HAMILTON-WENTWORTH
DISTRICT SCHOOL
BOARD

Friday, March 1, 2002

Mr. Jim Wibberley,

I have been approached by the Y.M.C.A. to assist with a fundraiser that they are organizing for June 1, 2002. The money raised will assist with the 2002 Partners with Youth Campaign. This partnership will directly benefit the students of Dr. Davey School. Presently the Y.M.C.A. staff work closely with us. They run after school programmes in our gym four days a week, our classes swim at their pool one afternoon a week and they have staff members who are in working to raise literacy levels and develop leadership skills. This is a partnership that benefits all of our grade aged students.

The plans are to host a dinner with a silent and live auction. The committee would like to hold this evening at Dr. Davey School. They believe that this event, being held at our school, will raise people's awareness of the needs of our community.

On behalf of this committee I am requesting permission from the Board to allow wine and other alcoholic beverages to be served during this adult function.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script, appearing to read "Leah".

Leah Schwenger
Principal

II -- MONITORING ITEMS

Program

16. Grade 8 to 9 Destinations Summary 2001

Human Resources

17. Staffing Report

Resource Allocation

18. Financial Report

*Committee of the Whole
April 8, 2002*

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: The Chair and Members of the Committee as a Whole
From: Wayne Joudrie, Superintendent of Education
Don Grant, Superintendent of Finance
Date: April 8, 2002
Subject: GRADE 8 to 9 DESTINATIONS SUMMARY (2001)

Signature: *W. Joudrie*
Date: *April 5th 2002*

Monitoring Statement:

The Grade 8 to 9 Destinations Summary for June 2001 as attached.

Rationale:

In June 2001, it was moved: "that within the next 9 months, a report regarding the retention and drop out rates be brought to the Board". This report is stage 1. It outlines in summary the destinations of students in Grade 8 in 2001.

Currently we are compiling attendance data on a corporate level using the Board Student Information Server Farm. Since the Server Farm was instituted in September/October 2001, we do not currently have annualized results in this area.

The Hamilton-Wentworth District School Board
Summary of Destinations for Grade Eight Students Graduating June 2001

SCHOOL	H.W.D.S.B.	Separate School	Private School	Other*	Plans Unknown**	TOTAL
A.C.E.S.	2					2
Adelaide Hoodless	52	8				60
Ancaster Senior	239	8	2	2	1	252
Balaclava	57	1		1		59
Bellmoore	46					46
Bennetto	93					93
Billy Green	44					44
Burkholder	110	8		8		126
Cardinal Heights	150	13				163
Cecil B. Stirling	55					55
Chedoke	145			15		160
Collegiate Avenue	35	3	1	1		40
Dalewood	134	2		7		143
Dr. J. Seaton	53			23		76
Dundas District	241	2	1	1		245
Eastdale	24	1				25
Elizabeth Bagshaw	110	7				117
Flamborough Centre	86	2				88
George L. Armstrong	116	6			1	123
Glen Brae	99	2		1		102
Green Acres	58			2		60
Hampton Heights	140		1			141
Highview	111	4				115
Hillcrest	115				3	118
Janet Lee	52			2		54
Lake Avenue	89					89
Lawfield	114				1	115
Memorial (City)	53	6		2		61
Memorial (County)	34			1		35
Mount Albion	51			1		52
Mount Hope	47	8		2	1	58
Mountain View	47			2		49
Norwood Park	43			2		45
Prince of Wales	85	17				102
Queen Mary	83			7		90
R. A. Riddell	56	1		27		84
Ryerson	149			2		151
Spencer Valley	85					85
Tapleystown	44	1		1		46
Tweedsmuir	92			16		108
Viscount Montgomery	70	1				71
W. H. Ballard	100	5		1		106
Westview	107			12	3	122
Winona	31			5		36
Total	3747	106	5	144	10	4012

*OTHER Students" destination is known: includes another board in Ont., Section 27 facility, out of province, etc.

**PLANS UNKNOWN Students have withdrawn from our Board and their destination is not listed on Trevlac

#17

The Hamilton-Wentworth District School Board

Memo

for Director
Signature: W. Matier
Date: April 3rd 2002

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: April 8, 2002

Re: Staff Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of March 31, 2002 is consistent with the number anticipated.

Rationale:

The attached report identifies the number of full-time equivalent positions by expenditure category as of March 31, 2002.

Don Grant

DG
Attach.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

2001 ACTUALS													2002 ACTUALS													2001/2002											
	SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUNE			JULY			AUG			F.T.E.
Teachers - Elementary		2,020.10			2,026.00			2,026.00			2,026.00			2,026.00			2,026.00			2,026.00													2,025.50				
Teachers - Secondary		1,220.02			1,221.68			1,221.68			1,221.68			1,221.68			1,196.51			1,196.51													1,215.57				
Teacher Assistants		421.00			426.50			429.00			429.00			429.00			429.00			429.00													430.00				
Professionals & Paraprofessionals		118.30			118.30			118.30			118.30			118.30			119.30			119.30													119.30				
School Administration		403.93			403.93			403.93			403.93			403.93			403.93			394.13													394.13				
Consultants & Special Assign. Tchrs.		28.00			28.00			28.00			28.00			28.00			28.00			28.00													28.00				
Board Administration & Governance		152.00			152.00			152.00			152.00			152.00			151.00			151.00													153.00				
School Operations		457.75			457.75			457.75			457.75			456.75			456.75			456.75													459.75				
Continuing Education		4.87			4.87			4.87			4.87			4.87			4.87			4.87													4.87				
Transportation		3.25			3.25			3.25			3.25			3.25			3.25			3.25													3.25				
Total Full Time Equiv. Positions		4,829.22			4,842.28			4,844.78			4,844.78			4,843.78			4,818.61			4,808.81													4,833.37				
Staff on Loan (recoverable)		15.67			15.67			15.67			15.67			15.67			15.33			15.33																	

Prepared by Human Resources - April 1, 2002

The Hamilton-Wentworth District School Board

Memorandum

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance
Lucy Veerman, Manager of Budget

DATE: April 8, 2002

RE: 2001/2002 Financial Report - 2002 02 28

Approved for use
by the Director.

Signature:

M. Matier

Date:

April 5th 2002

Monitoring Statement:

Budget to actual trends that have been identified to date are outlined on page two of the report.

Rationale:

The attached report identifies expenditures, commitments and revenues as of February 28, 2002.

Don Grant

**The Hamilton-Wentworth District School Board
2001/2002 Financial Reporting**

	<u>Budget 2001/2002</u>	<u>Actuals 2002 02 28</u>	<u>% of Budget</u>	<u>Notes</u>
Expenditures				
CLASSROOM				
Classroom Teachers/Library/Guidance	\$ 193,009,830	106,696,161	55.3%	1
Occasional Teachers	4,763,035	3,910,389	82.1%	
Educational Assistants	12,355,175	7,295,539	59.0%	
Classroom Computers	3,258,526	2,900,228	89.0%	
Textbooks and Supplies	12,522,202	6,341,545	50.6%	
Professionals and Para-Professionals	6,536,844	3,514,351	53.8%	
Staff Development	786,261	456,138	58.0%	
	<u>233,231,873</u>	<u>131,114,351</u>	<u>56.2%</u>	
NON-CLASSROOM				
Co-ordinators and Consultants	2,588,575	1,420,403	54.9%	
Teacher's Preparation Time	21,393,609	11,837,883	55.3%	
Principals & Vice-Principals	16,994,806	9,639,451	56.7%	
Department Heads	608,536	344,533	56.6%	
School Office	8,798,449	5,108,869	58.1%	
Continuing Education	2,654,260	1,323,033	49.8%	
	<u>53,038,235</u>	<u>29,674,172</u>	<u>55.9%</u>	
BOARD ADMINISTRATION & GOVERNANCE				
Trustees	125,850	42,261	33.6%	
Directors & Supervisory Officers	1,472,015	815,383	55.4%	
Board Administration	9,827,294	5,022,742	51.1%	
	<u>11,425,159</u>	<u>5,880,386</u>	<u>51.5%</u>	
TRANSPORTATION				
Pupil Transportation	10,619,306	6,713,437	63.2%	
PUPIL ACCOMMODATION				
Operations & Maintenance	37,883,165	20,173,337	53.3%	2
School Renewal	3,036,750	3,667,578	120.8%	
New Pupil Places	510,000	97,335	19.1%	
Other Capital and Approved Debt	11,148,240	2,863,856	25.7%	
	<u>52,578,155</u>	<u>26,802,106</u>	<u>51.0%</u>	
Provision to Reserves re: School Renewal	3,787,046	3,787,046	100.0%	
Total Expenditures	<u>\$ 364,679,774</u>	<u>203,971,498</u>	<u>55.9%</u>	
Revenues				
Student Focused Funding - Legislative Grants	\$ 366,004,774	190,358,115	52.0%	3
Miscellaneous Revenue	1,675,000	1,237,365	73.9%	
Prior Year's Deficit	(3,000,000)	(3,313,332)	110.4%	4
Total Revenues	<u>\$ 364,679,774</u>	<u>188,282,148</u>	<u>51.6%</u>	

The Hamilton-Wentworth District School Board**2001/2002 Financial Reporting****Notes To Financial Information****2002 02 28****Note 1**

Actual expenditures as of February 28, 2002 represent 82.1% of the occasional teacher budget. Over the past several years, actual expenditures for occasional teacher usage have exceeded the budget.

Note 2

Actual expenditures for school renewal represent 120.8% of the budget. Please refer to the report, School Renewal Deficit, included as part of the agenda for additional information.

Note 3

The enrolment summary report for October 31, 2001 reflects a reduction in actual enrolment versus projected enrolment. The decrease in enrolment will result in a reduction in operating grants. Staffing at the secondary schools has been adjusted for second semester to mitigate the impact of the enrolment shortfall.

Note 4

The actual deficit for the year ended 2000/2001 was \$3,313,333. The 2001/2002 budget included a projected prior year's deficit of \$3,000,000. This difference of \$313,333 will be included as part of the 2001/2002 projected year end forecast.

III -- INFORMATION ITEMS

Nil.

Committee of the Whole
April 8, 2002

COMMITTEE OF THE WHOLE

Monday, April 15, 2002

6:30 p.m.

A G E N D A

URBAN MUNICIPAL

6:30 p.m.

1. Call to Order
2. Business Arising from the Minutes
3. Approval of Agenda

APR 22 2002

R. Woodworth

GOVERNMENT DOCUMENTS

DELEGATION

4. SISO re Immigrant and Refugee Students
5. Norwood Park School Council re French Immersion Review
6. Hamilton-Wentworth Home and School Council re French Immersion Review
7. Canadian Parents for French re French Immersion Review

I ACTION ITEMS:

Program

8. French Immersion Review

K. Croxall

Human Resources

9. Educational Assistant Staffing – 2002/2003

M. Botting

Resource Allocation

10. Problems with Funding
11. Budget Development Challenges

J. Bishop

D. Grant

Relationships

Communication

Governance

Accommodation

II MONITORING ITEMS: (see yellow)

Program

12. Student Transitional Education Program (S.T.E.P.) Review
13. Parent Brochures related to the Growing and Development Curriculum Support Package

K. Croxall

K. Croxall

III INFORMATION ITEMS:

Nil.

Public Questions for Clarification

Future Meetings:

Board
Special Education Advisory Committee

Monday, April 22, 2002
Wednesday, April 24, 2002

6:30 p.m.
7:00 p.m.

#4

Settlement and Integration Services Organization
Organisme pour les Services d'intégration et d'adaptation



Main Office:

LUNA STATION
280 James St. North
Lower Concourse
Hamilton, ON
L8L 1H6

Telephone:

905-667-SISO (7476)

Toll Free: 1-877-205-8128

Fax: 905-661-6216

e-mail: siso@siso-ham.org
<http://www.siso-ham.org>

Satellite Office:

Essex Mall
75 Denison St. North
Second Floor
Telephone:
905-541-5750

April 05, 2002

Merv Mamer

Director of Education & Secondary
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Merv:

We would like to request an opportunity at the April Board meeting to do a presentation concerning issues related to immigrant and refugee students in the Hamilton-Wentworth region, and also present recommendations to strengthen relationships between the Board and our organization.

Settlement and Integration Services Organization (SISO) is an anti-racist, community-based, client-centred organization, which provides a wide range of culturally sensitive, linguistically appropriate professional and essential settlement, integration and employment related services and programs these services are aimed to facilitate and support early settlement and successful integration of a diverse population of immigrant and refugee communities in the city of Hamilton. The work of SISO is fundamentally about breaking down barriers, which often prevent immigrants and refugees from reaching their potential to fully participate in the social, economic, political and cultural life of Canadian society and contribute to the country's prosperity and growth. Our services are primarily directed towards immigrants and refugees, with specific consideration for newly-arrived and longer-term immigrants, women, youth and racial minority peoples.

During the last three years SISO has been an active partner with the Board of Education in a series of very successful programs and projects geared toward integrating immigrant and refugee students in the education system and assisting their families to become actively involved with schools and the education of their children. We would like to present to the Board recommendations to further strengthen our relationships and inform immigrant and refugee communities.

Sincerely,

Gary Warner
Chair, Board of Directors

Merv Mamer
Executive Director

CC Judith Bishop, Chair
Chuck Reid, Superintendent of Education

Presentation to the Hamilton-Wentworth District School Board

by

Settlement and Integration Services Organization (SISO)

Settlement and Integration Services Organization, SISO, is a community-based agency and the main provider of settlement and integration services for immigrants and refugees in the City of Hamilton. Our purpose is to advocate for and to support the right of all people to participate fully in the social, economic, political and cultural life of our Canadian society.

The City of Hamilton is a major immigrant-receiving centre, second only to Toronto in Ontario. The region is also a major recipient of secondary migration. Census 96 figures show that more than 30% of the Hamilton population is made up of first-generation immigrants. Our sources indicate that this percentage is increasing, and significant growth in the HWDSB student enrolment of immigrant and refugee children supports this view.

SISO enjoys a positive relationship and open communication with the HWDSB, and currently we are partnered in a cooperative effort through the **SWISH Program**. SISO participated in the community consultation for the revision of the HWDSB *Antiracism and Ethnocultural Equity Policy*. Our respective stated goals and purposes are closely aligned as we share a vision of all children achieving their full potential and contributing positively to society.

The Impact of Cuts to ESL Instruction

We are here to represent and to advocate for immigrant and refugee families, and particularly for their children who are students in the HWDSB educational system. Like all of us, these parents want the best for their children. As these families struggle to find appropriate housing and employment in their new country, they put their trust in this Board to provide their children with the same educational opportunities as enjoyed by all other children in Hamilton schools.

Parents tell us of their willingness to sacrifice what they can to support their children in school. They appreciate that an essential first step towards successful integration and educational attainment is mastery of the English language, and they recognize the vital role of ESL instruction in this process. They are keenly aware of the fact that their children's ability to participate fully in our increasingly competitive and knowledge-based society is dependent upon good educational foundations.

Educational research supports what these parents know intuitively and from their own experience.

The value of ESL instruction:

ESL instruction could be viewed as a prudent investment in the future of this country. In the short term there would be significant savings in remedial education as students move smoothly into the higher grades of the school system. We are now given to understand that within this decade this area will be facing a critical shortage of skilled and professional labour. In the somewhat longer term, therefore, these young people, equipped early on with a good command of English, would be well placed to enter this job market. By the same token, the social and economic consequences of an inadequately educated and under-employed population are awful to contemplate.

We need to be sensitive to the experiences many of these children have undergone prior to arriving in Canada. They are in the midst of enormous change and upheaval and many of them are traumatized and vulnerable. Some of our refugee children have never been to school. Others have only limited experience with formal education. ESL classes, taught by properly trained teachers provide these students with some measure of security and with coping strategies for making successful transitions. Trained ESL teachers are able to provide fair and appropriate evaluations and assessments, and to adjust their programs to meet individual student needs, while preparing their students for entry into the educational mainstream.

Without the benefits of ESL instruction, children may be held back, slowed down or denied the necessary skills to grasp the educational opportunities that are available. Inadequate language skills lead inevitably to maladjustment, discouragement, frustration, under-performance and dropping out of school. Parents and teachers talk with despair of the child, hitherto quiet and cooperative, who suddenly turns rebellious and becomes a major discipline problem at home and at school. Such young people have become marginalized through an inadequate command of English. They face what seem to them to be insurmountable difficulties with their schoolwork and major problems of integration into their environment. Often they have to contend with hostile remarks and racial slurs to which their poor English makes them unable to respond.

An Equity Issue:

In 1999, despite an identified need for 92-95 ESL teachers according to staffing guidelines, and despite the use of every available funding opportunity, only 65 ESL teachers could be appointed by this Board to provide instruction for the approximately 441 new arrivals and more than 800 students who were completing their first and second years in Canada.

In 2000-2001, there was an increase in the number of new arrivals to 768. Against this backdrop, the number of ESL teaching staff has plummeted to a new low of 32.

With the current Board practice of providing ESL instruction only in schools where there is a minimum of 5 ESL students, many students receive no instruction whatsoever from ESL teachers.

An immigrant family tells us that their elementary school child enjoyed ESL instruction at her school, but when the family moved, they discovered that ESL is not available at her new school. They wonder why they are not allowed a choice of schools so that they could access ESL support for their child. They point out that their child in secondary school receives bus tickets to attend a school where ESL credits are offered

Research shows that three years is the minimum time period for a child to develop interpersonal language skills, that is, social survival skills, in a second language. However, it takes six to seven years on average for a child to develop the cognitive educational competence critical for good academic performance. Limiting the availability of ESL can lead only to a loss of educational opportunities for immigrant and refugee children. This is undoubtedly an equity issue and in addition a moral issue when such decisions are made deliberately.

ESL funding over recent years has been curtailed in such a way as to impose unjustifiable limits on both who will receive ESL and for how long. The changes in criteria for access to ESL were the focus of a 1999 brief to HWDSB by SISO. Now a portion of the limited funds designated for ESL that do reach the Board are being diverted to other programs. This is unconscionable and unfair.

Clearly there is a challenge and responsibility for the HWDSB to enable all students to take advantage of future opportunities and enjoy their right to participate fully in the social, economic, political and cultural life of Canada.

In light of the points raised in this submission, we should like to make the following recommendations.

1. **Community Consultation:** that a standing committee be formed to address the issues of ESL and other concerns of the immigrant and refugee communities. Membership on this committee would include, but not be limited to, a trustee, a superintendent, parents and representatives from SISO. The committee shall meet monthly and shall make an annual presentation to the Board.
2. **ESL Funding:** that the HWDSB lobby the Ministry for increased funding for ESL. Further, it is recommended that the Board dedicate all ESL funding exclusively to ESL programming.
3. **Program Responsibility:** that the portfolio for dealing with immigration issues and the one for ESL be entrusted to the same superintendent in order to facilitate coordination within these two related areas.
4. **Choice of Schools:** that there be greater flexibility in determining school boundaries to permit immigrant and refugee children in elementary schools to access ESL programs.

Respectfully submitted

Settlement and Integration Services Organization

For further reading please see:

Spada, N (2000) Second language research and teaching: Narrowing the gap Alberta Teachers of English as a Second Language (ATESD) Newsletter, Winter 2001

Commins, J. (2000) Language, power and pedagogy: *Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters

Norwood Park School
165 Terrace Drive
Hamilton ON L9A 2Z2

April 10, 2002

Hamilton-Wentworth District School Board
Attention: Trustees

Re: Norwood Park School Council concerns about French Immersion (FI)

This letter provides you with some background related to our request to appear as a delegation at the Committee of the Whole meeting on April 15, 2002.

School Board staff have been examining feasibility and preparing strategies in order to implement the French Immersion Advisory Committee (FIAC) recommendations presented to you on February 18, 2002. At the time of writing, we have not received the final staff report. Therefore our comments on Monday may be slightly different from those outlined below.

Proposed closure or phasing out of FI in certain schools

- Due to financial constraints and enrolment decreases, FI programs in certain schools may be phased out.
- It is essential that transportation to another school offering FI be provided to the displaced students to allow them to continue in the program.
- Otherwise the message being sent to students, parents and the community is that FI is being phased out in Hamilton.

Opening programs in other schools

- There appears to be interest in a French immersion program on the part of parents whose children will be entering SK in September 2002, especially in Flamborough.
- There do not appear to be any strategies in place to open up new FI sites within the HWDSB.
- The Board needs to commit to the opening of new FI sites where there is demonstrated interest, prior to the closure of current sites.
- The Board's current policy of putting the FI program in vacant or underutilized sites is not a strategy that will ensure the future viability of the program.

Norwood
Parents for French

Promotion of French Immersion to the community

- It was refreshing to see the prominent place taken by French Immersion in the Board's advertisement for Senior Kindergarten registration for September 2002.
- We hope the Board will include the French Immersion program in its activities during Education Week to increase the awareness of FI.

HWDSB Web-site

- We commend the Board on the expansion of information related to French Immersion on the Web-site.
- It provides a great reference and information site for both current and potential FI parents and students.
- The Board needs to continue this type of promotion.

Transportation

- Provision of transportation, even using centralized pick-up spots (e.g., from the home schools) would send out a strong signal that French Immersion is important to Hamilton.
- Transportation, as it relates to FI students as a whole, must be dealt with before June, when Board budget decisions are finalized.
- This will ensure that the feasibility of FI transportation is fairly considered for the coming school year.

Conclusion

- We want to emphasize our commitment to French Immersion for our children.
- We want to ensure equality of access for all children in the HWDSB.
- We want to ensure that French Immersion has a future in Hamilton.
- We need the Board's commitment before the new school year.

Leena Jaanimagi on behalf Norwood Park School Council

#6

Throughout the Hamilton Wentworth Board of Education, posters hang announcing.....A Commitment to our Community. Right now the French Immersion Program needs that commitment. A strong sense of commitment is needed to quell some of the hesitancy, as to whether or not the program is to indeed continue.

The French Immersion Program brings additional monies to the Board by way of language grants. Currently, the Board diverts some of this money to sustain other programs. In no way do we wish to say that the other programs are not worthy of the Board's support. However, there are several instances where the French immersion program will suffer further financial shortfalls. When the new curriculum documents were introduced, in 1997 and 1998 there were one time Ministry grant monies available to purchase appropriate materials and texts. The French Immersion curriculum documents, in contrast, were not available until June of 2001 and to date there has been no mention of further grant money being available for the necessary purchase of the supporting materials or texts for the French Immersion program. The French language materials generally cost more because of translation and a smaller market. Attached are order forms to illustrate just that. The additional amount of funding given to individual Schools, in 2000 it was \$37.50 for each full time French Immersion student, is meant to cover the increased cost of the program. A novel purchased as either a library resource or classroom reader will probably cost \$9.95, while the same title in English will cost \$5.95. Currently there is no way of insuring that indeed these additional funds are being used to support the French Immersion Program. With the exception of Norwood Park, all of the Schools in Hamilton Wentworth that offer the program are dual-track Schools. There will always be discussion as to what the best form of delivery is, but there are advantages and disadvantages to both. Unfortunately in a dual track School there is a possibility of those funds being further diluted. The recommendation that French Immersion funds be listed on a separate line of the School's budget and that these funds must be spent on French Immersion is vital in maintaining viable programs.

Viable programs are dependent on so many things. Resources, yes, but so much more.

.....the availability of the program. Our vast geographic area brought the equity issue to the forefront. The recommendation for a "Home School" model was made to address just this issue. The old County schools did not

have the benefit of French Immersion as an option and we are seeing more and more parents express interest. However, these are considerable growth areas and the new schools are overpopulated almost before they are built, therefore the previously used "magnet school" model would place further burden on any school. We believe that some steps should be made to address the equity and the significant number of students who could benefit from the increased availability of the program.

.....the possibility of enrolling younger siblings at the French immersion school without the necessity of waiting lists

.....forming a network to support bilingual productions, cultural experiences and field trips. This could also include the sharing of materials that in many cases are not only expensive, but also difficult to find. Some teachers must translate whole lessons, as the appropriate materials are not available. A collaborative atmosphere could benefit the teachers, parents and children.

.....a consultant at the Board that is familiar with the somewhat specialized needs of a French immersion program.

.....that staffing formulas and postings consider the special requirements of both single-track schools and dual-track schools. The possibility of having English language specialists, learning resource teachers with a French language background and that where ever else feasible positions be posted with French an asset, could only strengthen the program.

.....that there be guidelines to ensure consistency throughout the Board as to how the program is offered and administered.

.....that a tracking system be put into place to assist in the future, in regard to improvements or areas of concern.

.....that the kindergarten meetings continue, but receive more financial support in advertising, as this is the only entry point for our current program. If we can not sufficiently increase the number of children at this level, we are sure to continue to see our viability be questioned.

.....that information meetings be held at transition times, such as grade 5 to grade 6 and grade 8 to grade 9.

.....that when the review process is put into place that there be representation from parent groups. Many of the parents have made considerable sacrifices to have their children remain in a French immersion program. If a program is to come under the review process, these parents deserve to be consulted and when a program is scheduled for closure, every effort should be made to ensure that the children can complete their French immersion education.

.....most of all, your commitment. Every teacher in the system who enters a French immersion classroom has made a commitment. This is never the easy assignment, but they believe in the program. Every parent that enrolls their child has made a commitment. They face years of transportation, homework assignments that they can't understand and frustration, but they believe in the program. Every child that enters a French immersion classroom has made a commitment. They think it would be easier to be in an English program, that their marks would be higher and that they wouldn't have as much homework, but they believe in the program. And now, we need you to believe in the program. We challenge you to walk into any French immersion classroom and not be amazed at what these children are capable of. Attached you will find a story written in French by a grade three student, we have also included the translation. This story is only one in a booklet published by the Family Literacy Network, working in conjunction with the Hamilton Wentworth Home and School Council. If this child hadn't been a French immersion student and the story had been written in English, we would have been proud of her accomplishment. But now consider that she is eight years old, lives in an English speaking home environment, wrote this story in French and that most of us need a translated version.

We urge you to take pride in the fact that so many of our children are being offered this opportunity and hope that we can only make it possible for more children to take advantage of what could be a life altering educational experience.

As Home and School members our mission statement is "the best for each child" and we believe that that includes the availability of a well funded and equitable French immersion education.

6-3

Mathématique 2000 Purchasing Options

FRENCH RESOURCES	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Student Book		0-201-38894-4 \$16.50 (consumable)	0-201-38893-6 \$16.50 (consumable)	0-201-38892-8 \$27.95 (hardcover)	0-201-38891-X \$36.25 (hardcover)	0-201-38890-1 \$27.95 (hardcover)	0-201-38889-8 \$27.95 (hardcover)
Complete Student Pack		0-13-032005-6 \$16.50	0-13-043301-2 \$16.50				
<i>Includes: 1 Student Book and 1 Practice and Homework Book</i>							
15 Student Book Package		0-201-51346-3 \$154.95	0-201-51350-1 \$154.95				
Basic Teacher Package		0-201-39558-4 \$215.25	0-201-39559-2 \$215.25	0-201-39560-6 \$215.25	0-201-39561-4 \$215.25	0-201-39562-2 \$215.25	0-201-39563-0 \$215.25
<i>Includes: Teacher's Guide & Journal, Teacher Support Package, Extra Practice and Testing Masters (Solutions Manual Gr. 3-6 only)</i>							
Teacher's Guide & Journal (Available in English only)		0-201-55260-4 \$129.95	0-201-55264-7 \$129.95	0-201-55267-1 \$129.95	0-201-55270-1 \$129.95	0-201-55273-6 \$129.95	0-201-55276-0 \$129.95
Class Journal	0-201-64377-4 \$42.50						
Teacher Support Package (Blackline Masters)	0-201-64378-2 \$51.95	0-201-38905-3 \$51.95	0-201-38906-1 \$51.95	0-201-38907-X \$51.95	0-201-38908-8 \$51.95	0-201-38909-6 \$51.95	0-201-38910-X \$51.95
Solutions Manual				0-201-38895-2 \$12.95	0-201-38896-0 \$12.95	0-201-38897-9 \$12.95	0-201-38898-7 \$12.95
Problem of the Week	0-201-64353-7 \$51.95	0-201-64354-5 \$51.95	0-201-64355-3 \$51.95	0-201-64356-1 \$51.95	0-201-64357-X \$51.95	0-201-64358-8 \$51.95	0-201-64359-6 \$51.95
Review and Practice (Blackline Masters)	0-201-64375-8 \$51.95						
Extra Practice and Testing Masters (Package includes 1 Student Book and 1 Teacher's Edition)		0-201-38904-5 \$51.95	0-201-38903-7 \$51.95	0-201-38902-9 \$51.95	0-201-38901-0 \$51.95	0-201-38900-2 \$51.95	0-201-38899-5 \$51.95
Exploration Centre Activity Cards		0-201-65405-9 \$48.75	0-201-65406-7 \$48.75	0-201-65407-5 \$48.75	0-201-65408-3 \$48.75	0-201-65409-1 \$48.75	0-201-65410-5 \$48.75
Practice and Homework Books (Blackline Masters)	0-201-64367-7 \$48.75	0-201-64361-8 \$6.75	0-201-64362-6 \$6.75	0-201-64363-4 \$6.75	0-201-64364-2 \$6.75	0-201-64365-0 \$6.75	0-201-64366-9 \$6.75
15 Workbook Package		0-201-64994-2 \$86.25	0-201-64996-9 \$86.25	0-201-64998-5 \$86.25	0-201-65000-2 \$86.25	0-201-65400-8 \$86.25	0-201-65402-4 \$86.25
30 Workbook Package		0-201-64995-0 \$162.25	0-201-64997-7 \$162.25	0-201-64999-3 \$162.25	0-201-65092-4 \$162.25	0-201-65401-6 \$162.25	0-201-65403-2 \$162.25
Practice and Homework Book Teacher's Edition		0-201-64368-5 \$10.95	0-201-64369-3 \$10.95	0-201-64370-7 \$10.95	0-201-64371-5 \$10.95	0-201-64372-3 \$10.95	0-201-64373-1 \$10.95

FRENCH RESOURCES

6-4

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<i>Includes: Teacher's Guide & Journal, Class Journal, Posters, Teacher Support Package, Review and Practice, Professional Handbook, Overhead Manipulative Package. Packaged in a durable nylon totebag.</i>							
Student Book		0-201-55261-2 \$11.95 (consumable)	0-201-55263-9 \$11.95 (consumable)	0-201-55266-3 \$27.95 (hardcover)	0-201-55269-8 \$27.95 (hardcover)	0-201-55272-8 \$27.95 (hardcover)	0-201-55275-2 \$27.95 (hardcover)
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<i>Includes: 1 Student Book and 1 Practice and Homework Book</i>							
15 Student Book Package		0-201-31631-5 \$154.95	0-201-31632-3 \$154.95				
Basic Teacher Package		0-201-31619-6 \$208.95	0-201-31620-X \$208.95	0-201-31621-8 \$208.95	0-201-31622-6 \$208.95	0-201-31623-4 \$208.95	0-201-31624-2 \$208.95
<i>Includes: Teacher's Guide & Journal, Teacher Support Package, Extra Practice and Testing Masters, (Solutions Manual Gr. 3-6 only)</i>							
Deluxe Teacher Package		0-201-31625-0 \$276.50	0-201-31626-9 \$276.50	0-201-31627-7 \$307.75	0-201-31628-5 \$307.75	0-201-31629-3 \$307.75	0-201-31630-7 \$307.75
<i>Includes: Basic Teacher Package, Problem of the Week, Professional Handbook, (Technology Package Gr. 3-6 only)</i>							
Teacher's Guide & Journal	0-201-82854-5 \$129.95	0-201-55260-4 \$129.95	0-201-55264-7 \$129.95	0-201-55267-1 \$129.95	0-201-55270-1 \$129.95	0-201-55273-6 \$129.95	0-201-55276-0 \$129.95
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Posters	0-201-83780-3 \$42.50						
Teacher Support Package (Blackline Masters)	0-201-82853-7 \$51.95	0-201-55262-0 \$51.95	0-201-55265-5 \$51.95	0-201-55268-X \$51.95	0-201-55271-X \$51.95	0-201-55274-4 \$51.95	0-201-55277-9 \$51.95
Technology Package				0-201-89843-8 \$57.25	0-201-89844-6 \$57.25	0-201-89845-4 \$57.25	0-201-89846-2 \$57.25
Solutions Manual				0-201-69608-8 \$12.95	0-201-69609-6 \$12.95	0-201-69610-X \$12.95	0-201-69611-8 \$12.95
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Professional Handbook	0-201-69601-0 \$25.95	0-201-69601-0 \$25.95	0-201-69601-0 \$25.95	0-201-69601-0 \$25.95	0-201-69601-0 \$25.95	0-201-69601-0 \$25.95	0-201-69601-0 \$25.95
Extra Practice & Testing Masters		0-201-65668-X \$51.95	0-201-65669-8 \$51.95	0-201-65670-1 \$51.95	0-201-65671-X \$51.95	0-201-65672-8 \$51.95	0-201-65673-6 \$51.95
<i>(Package includes 1 Student Book and 1 Teacher's Edition)</i>							
Review & Practice Book	0-201-83980-6 \$49.95						
Microsoft Upgrade Package				0-201-39540-1 \$6.25	0-201-39541-X \$6.25	0-201-39542-8 \$6.25	0-201-39543-6 \$6.25

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School Board _____ P. O. # _____

Effective January 1, 2002, prices of Student Journals in English for Grades 1 to 3 will increase from \$3.00 to \$4.00.
Orders received by December 31, 2001 will be charged at \$3.00 only.

Science & Technology Activities Resource Order Form

\$1.00 discount per student book for purchase of French class sets (minimum 1 Teacher Guide plus 20 student books).

For orders of French materials, Teacher Guide in English supplemented by French Assessment Instruments.

Blackline Masters* of student activities (\$20 each, in English or French) available for purchase of class set (minimum 1 Teacher Guide plus 20 Student Journals).

Product No.	Grade - Resource	Title	Qty	Price CS	Amount	Product No.	Grade - Resource	Title	Qty	Price CS	Amount
Structures and Mechanisms / Structures et mécanismes											
1001	1 - Teacher	Everyday Structures		20.00		1007	4 - Teacher	Pulleys and Gears		20.00	
1002	1 - Student	Everyday Structures - Journal		4.00		1008	4 - Student	Pulleys and Gears		6.00	
9002	1 - Student	Everyday Structures - Blackline Masters*		20.00		1104	4 - Élève	Poulies et engrenages		8.00	
1101	1 - Élève	Les structures dans la vie de tous les jours - Cahier		5.00		1009	5 - Teacher	Forces		20.00	
9101	1 - Élève	Les structures dans la vie de tous les jours - Modèles reprographiques*		20.00		1010	5 - Student	Forces		6.00	
1003	2 - Teacher	Movement		20.00		1105	5 - Élève	Les forces		8.00	
1004	2 - Student	Movement - Journal		4.00		1011	6 - Teacher	Motion		20.00	
9004	2 - Student	Movement - Blackline Masters*		20.00		1012	6 - Student	Motion		6.00	
1102	2 - Élève	Le déplacement - Cahier		5.00		1106	6 - Élève	Le mouvement		8.00	
9102	2 - Élève	Le déplacement - Modèles reprographiques*		20.00		1061	7 - Teacher	Strength and Stability		20.00	
1005	3 - Teacher	Stability		20.00		1062	7 - Student	Strength and Stability		8.00	
1006	3 - Student	Stability - Journal		4.00		1107	7 - Élève	Résistance et stabilité		9.00	
9006	3 - Student	Stability - Blackline Masters*		20.00		1063	8 - Teacher	Mechanical Efficiency		20.00	
1103	3 - Élève	La stabilité - Cahier		5.00		1064	8 - Student	Mechanical Efficiency		8.00	
9103	3 - Élève	La stabilité - Modèles reprographiques*		20.00		1108	8 - Élève	Le rendement mécanique		9.00	

Energy and Control / L'énergie et sa maîtrise											
1013	1 - Teacher	Energy in Our Lives		20.00		1019	4 - Teacher	Light and Sound Energy		20.00	
1014	1 - Student	Energy in Our Lives - Journal		4.00		1020	4 - Student	Light and Sound Energy		6.00	
9014	1 - Student	Energy in Our Lives - Blackline Masters*		20.00		1112	4 - Élève	Énergie lumineuse et sonore		8.00	
1109	1 - Élève	L'énergie dans notre vie - Cahier		5.00		1021	5 - Teacher	Conservation of Energy		20.00	
9109	1 - Élève	L'énergie dans notre vie - Modèles reprographiques*		20.00		1022	5 - Student	Conservation of Energy		6.00	
1015	2 - Teacher	Energy from Wind and Water		20.00		1113	5 - Élève	Conservation de l'énergie		8.00	
1016	2 - Student	Energy from Wind and Water - Journal		4.00		1023	6 - Teacher	Electricity		20.00	
9016	2 - Student	Energy from Wind and Water - Blackline Masters*		20.00		1024	6 - Student	Electricity		6.00	
1110	2 - Élève	Énergie éolienne et hydraulique - Cahier		5.00		1114	6 - Élève	L'électricité		8.00	
9110	2 - Élève	Énergie éolienne et hydraulique - Modèles reprographiques*		20.00		1065	7 - Teacher	Heat		20.00	
1017	3 - Teacher	Forces and Movement		20.00		1066	7 - Student	Heat		8.00	
1018	3 - Student	Forces and Movement - Journal		4.00		1115	7 - Élève	La chaleur		9.00	
9018	3 - Student	Forces and Movement - Blackline Masters*		20.00		1067	8 - Teacher	Optics		20.00	
1111	3 - Élève	Forces et déplacement - Cahier		5.00		1068	8 - Student	Optics		8.00	
9111	3 - Élève	Forces et déplacement - Modèles reprographiques*		20.00		1116	8 - Élève	L'optique		9.00	

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Product No.	Grade - Resource	Title	Qty	Price CS	Amount	Product No.	Grade - Resource	Title	Qty	Price CS	Amount
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1025	1 - Teacher	Objects and Materials		20.00		1031	4 - Teacher	Light and Sound		20.00	
1026	1 - Student	Objects and Materials - Journal		4.00		1032	4 - Student	Light and Sound		6.00	
9026	1 - Student	Objects and Materials - Blackline Masters*		20.00		1120	4 - Élève	Lumière et son		8.00	
1117	1 - Élève	Objets et matériaux - Cahier		5.00		1033	5 - Teacher	Matter		20.00	
9117	1 - Élève	Objets et matériaux - Modèles reprographiques*		20.00		1034	5 - Student	Matter		6.00	
1027	2 - Teacher	Liquids and Solids		20.00		1121	5 - Élève	La matière		8.00	
1028	2 - Student	Liquids and Solids - Journal		4.00		1035	6 - Teacher	Air and Flight		20.00	
9028	2 - Student	Liquids and Solids - Blackline Masters*		20.00		1036	6 - Student	Air and Flight		6.00	
1118	2 - Élève	Liquides et solides - Cahier		5.00		1122	6 - Élève	L'air et le vol		8.00	
9118	2 - Élève	Liquides et solides - Modèles reprographiques*		20.00		1069	7 - Teacher	Substances and Mixtures		20.00	
1029	3 - Teacher	Magnetic and Charged Materials		20.00		1070	7 - Student	Substances and Mixtures		8.00	
1030	3 - Student	Magnetic and Charged Materials - Journal		4.00		1123	7 - Élève	Substances et mélanges		9.00	
9030	3 - Student	Magnetic and Charged Materials - Blackline Masters*		20.00		1071	8 - Teacher	Fluids		20.00	
1119	3 - Élève	Magnétisme et charges statiques - Cahier		5.00		1072	8 - Student	Fluids		8.00	
9119	3 - Élève	Magnétisme et charges statiques - Modèles reprographiques*		20.00		1124	8 - Élève	Les fluides		9.00	

Life Systems / La vie											
1037	1 - Teacher	Living Things		20.00		1043	4 - Teacher	Habitats and Communities		20.00	
1038	1 - Student	Living Things - Journal		4.00		1044	4 - Student	Habitats and Communities		6.00	
9038	1 - Student	Living Things - Blackline Masters*		20.00		1128	4 - Élève	Habitats et communautés		8.00	
1125	1 - Élève	Les êtres vivants - Cahier		5.00		1045	5 - Teacher	Human Organs		20.00	
9125	1 - Élève	Les êtres vivants - Modèles reprographiques*		20.00		1046	5 - Student	Human Organs		6.00	
1039	2 - Teacher	Animals		20.00		1129	5 - Élève	Le corps humain		8.00	
1040	2 - Student	Animals - Journal		4.00		1047	6 - Teacher	Diversity of Living Things		20.00	
9040	2 - Student	Animals - Blackline Masters*		20.00		1048	6 - Student	Diversity of Living Things		6.00	
1126	2 - Élève	Les animaux - Cahier		5.00		1130	6 - Élève	Diversité des êtres vivants		8.00	
9126	2 - Élève	Les animaux - Modèles reprographiques*		20.00		1073	7 - Teacher	Ecosystems		20.00	
1041	3 - Teacher	Plants		20.00		1074	7 - Student	Ecosystems		8.00	
1042	3 - Student	Plants - Journal		4.00		1131	7 - Élève	Les écosystèmes		9.00	
9042	3 - Student	Plants - Blackline Masters*		20.00		1075	8 - Teacher	Body Structures and Functions		20.00	
1127	3 - Élève	Les plantes - Cahier		5.00		1076	8 - Student	Body Structures and Functions		8.00	
9127	3 - Élève	Les plantes - Modèles reprographiques*		20.00		1132	8 - Élève	Le corps humain : structures et fonctions		9.00	

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1049	1 - Teacher	Daily and Seasonal Cycles		20.00		1055	4 - Teacher	Rocks, Minerals, and Erosion		20.00	
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9050	1 - Student	Daily and Seasonal Cycles - Blackline Masters*		20.00		1136	4 - Élève	Les roches, les minéraux et l'érosion		8.00	
1133	1 - Élève	Le cycle des jours et des saisons - Cahier		5.00		1057	5 - Teacher	Weather		20.00	
9133	1 - Élève	Le cycle des jours et des saisons - Modèles reprographiques*		20.00		1058	5 - Student	Weather		6.00	
1051	2 - Teacher	Air and Water		20.00		1137	5 - Élève	Le temps		8.00	
1052	2 - Student	Air and Water - Journal		4.00		1059	6 - Teacher	Space		20.00	
9052	2 - Student	Air and Water - Blackline Masters*		20.00		1060	6 - Student	Space		6.00	
1134	2 - Élève	L'air et l'eau - Cahier		5.00		1138	6 - Élève	L'espace		8.00	
9134	2 - Élève	L'air et l'eau - Modèles reprographiques*		20.00		1077	7 - Teacher	The Earth's Crust		20.00	
1053	3 - Teacher	Soils		20.00		1078	7 - Student	The Earth's Crust		8.00	
1054	3 - Student	Soils - Journal		4.00		1139	7 - Élève	L'écorce terrestre		9.00	
9054	3 - Student	Soils - Blackline Masters*		20.00		1079	8 - Teacher	Water Systems		20.00	
1135	3 - Élève	Les sols - Cahier		5.00		1080	8 - Student	Water Systems		8.00	
9135	3 - Élève	Les sols - Modèles reprographiques*		20.00		1140	8 - Élève	Les systèmes hydrographiques		9.00	

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6-7 Par Emma

À L'école

Un jour la maman de Eric
à dit Eric tu dois aller à l'école!
Eric à dit ok! Maman! Mais je ne
veux pas faire les "Maths"!! Je n'aime
pas les Maths! C'est difficile! Mais
tu peux jouer avec les amis à l'école
Je n'aime pas l'école!!! Tu dois aller
Eric! Tu dois! J'y vais! J'y vais! Quand
Eric est arrivé à l'école le professeur
à dit "On va faire les Maths"! Eric!
Non! Non! Non! Je ne vais pas faire les
Maths! C'est difficile!" "Ok! On va faire
les ABCs" à dit le professeur. Oui! Oui!
dit Eric, j'ai fini! dit Eric. Eric regarde
à classe. Il y a une petite fille qui
dit est-ce que tu aimes le journal? Oui!
dit Eric. Est-ce que tu aimes les Maths?
Oui! dit la petite fille. Mais je n'aime pas

le journal dit la petite fille. Parce que
c'est difficile! J'ai une idée je peux
t'aider et tu peux m'aider. Oui! Ça c'est
une bonne idée! Ok! Ça c'est un dictionnaire
tu peux trouver des mots dedans. Oui!
Je peux trouver des mots dedans. Dit la
fille! Ok! dit la fille. Oh mon nom
est Sarah. Bonjour Sarah, je suis Eric.
Pour faire les Maths tu peux compter
avec tes doigts. Ok! Dit Eric. Le
professeur a dit que on peut faire
les Maths ou le journal! Je vais faire
les Maths! a dit Eric. Je vais faire le
Journal. A dit Sarah. J'ai fini dit Eric et
Sarah! Est-ce que tu veux aller à ma
maison ce soir? A demandé Eric! Oui Dit
Sarah! Ce soir Sarah va à la maison de
Eric. Eric et Sarah jouent c'est amusant!

6-9

dit Eric! Tu peux venir à ma maison
demain! Oui! Dit Eric ça va être
amusant! ok! on peut jouer avec mon
petit frère, il n'aime pas le travail.

La fin!

École: A.M. Cunningham

Nom du Professeur: M. Barry

Nom de l'élève: Emma

Classe: 2^e année

3^e année

Titre: A l'école

At School

One day Eric's mother said, "Eric you have to go to school." Eric said, "OK now but I don't like doing Math. It's difficult." "But you can play with friends at school."

"I don't like school."

"You have to go Eric, you must"

"I'm going, I'm going."

When Eric arrived at school the teacher

said, "We are going to work on Math."

Eric said, "No, no, no. I don't want to do math, it's difficult."

"OK, we'll do ABC's" said the teacher.

"Yes, yes", said Eric. "I'm finished" said Eric.

Eric looks at the class. There's a little girl that says, "Do you like journal?"

"Yes" said Eric. "Do you like math"

"Yes" said the little girl. "But I don't like journal, because it's difficult."

"I have an idea. I could help you and you can help me." "Yes, that's a good idea OK!"

"That is a dictionary, you can find words in it."

"Yes, I can find some words in it" said the girl

"OK" said the girl. "Oh, my name is Sarah."

"Hello Sarah, I'm Eric."

"To work on Math, you can count with your fingers." "OK" said Eric.

The teacher said, "You can work on Math or journal."

"I will work on my math" said Eric.

"I will work on my journal" said Sarah.

"I'm finished" said Eric and Sarah.

"Would you like to come to my house tonight?" asked Eric. "Yes" said Sarah.

That night Sarah went to Eric's house. Eric + Sarah played. "This is fun" said Eric.

"You can come to my house tomorrow"

"Yes" said Eric, "That will be fun."

"OK, we can play with my little brother, he doesn't like work."

The End.

Emma Kerr

Grade 3

CANADIAN PARENTS FOR FRENCH – HAMILTON

Presentation To Hamilton Wentworth District School Board

Monday April 15, 2002

Introduction:

Rosalind Minaji –Chair CPF Hamilton Wentworth

cpfhamilton@hotmail.com

Canadian Parents for French - Hamilton Wentworth would like to thank the Board for the continued opportunity to provide input to the French Immersion Review. When we last addressed you in February we spoke in support of:

- increasing the level of funding available for French Immersion schools using the Ministry Language Grant;
- providing transportation for French Immersion students who do not live within walking distance of the closest Immersion school; and
- increasing information and support for parents of French Immersion students and promotion of the program throughout the Hamilton-Wentworth area.

Since February, we have been pleased to see that some of the FI Review recommendations have already been implemented. Members of our Executive attended the five Kindergarten information nights for Immersion students held at schools across the City. We are also impressed by the French Immersion web site posted by the Board last month. This site will be an excellent source of information and French language resources for parents, students and staff.

It is also good to see that the staff report implementing the remainder of the FI Review recommendations is being brought before the Board in a timely manner. It is important that enhancements to the program be considered before the budget for the next school year is finalized.

During our presentation in February, Board members had some questions about Canadian Parents for French and its role in advocating French language education. I am very pleased to have Mr. Peter Kenwood, a member of the Board of Directors for CPF Ontario, here tonight to briefly address the Board and to answer your questions.

Presentation:

Peter Kenwood –Board Member CPF Ontario

cpfont@cpfont.on.ca

Mr. Kenwood will be discussing the following:

- Function of Canadian Parents for French
- Importance of French Immersion to Canadian communities
- Provincial and Federal funding of French language education
- Transportation – what's happening across the Province
- Enhancing the FI program: creative ideas from other communities

A8

The Hamilton-Wentworth District School Board

for distribution
by the Director

MEMORANDUM

Signature: M. Matier

Date: April 12, 2002

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Re: French Immersion Review
Date: April 5, 2002

Following the presentation of the recommendations of the French Immersion Review, the Board directed staff to continue to develop improvement strategies in keeping with the timelines outlined in the report and that specific recommendations around implementation, including both equity and costing impacts, [be] brought back to Committee of the Whole for approval.

Executive Council discussed the recommendations and strategies of the report as a whole and then specific sections of the review were referred to superintendents with related portfolios for consideration for implementation. Recommendations and strategies connected with staffing were referred to Superintendent Ken Bain, strategies related to Information Technology and libraries were referred to Superintendent Wayne Joudrie, and recommendations related to Transportation and Sites went to Superintendent Don Grant.

This update report consists of two sections:

- Part 1: Specific recommendations for Board consideration, and
- Part 2: An update on implementation of strategies within existing resources.

PART 1 – SHERWOOD AND SANFORD AVENUE

Recommended Action – Sherwood:

Moved by _____, seconded by _____ that The Hamilton-Wentworth District School Board phase out the French Immersion program at Sherwood Secondary starting in September 2002 and approve transportation for the current Grade 9 French Immersion students to the French Immersion program at Westdale to allow those students to complete the requirements of the French Immersion Certificate (10 courses in French Immersion) provided they remain within the French Immersion program.

Recommended Action – Sanford Avenue

Moved by _____, seconded by _____ that The Hamilton-Wentworth District School Board close the French Immersion program at Sanford Avenue as of June 2002 and approve transportation for the current Grade 2, 3 and 4 French Immersion students to the board-designated alternate French Immersion site until they have completed Grade 5, provided they remain within the French Immersion program.

RATIONALE - Sherwood

When the Board undertook to review the French Immersion program in the spring of 2001, administration did not make changes to the current program offerings or sites for the 2001-2002 school year. At Sherwood Secondary School this meant that despite the impact on staffing in other areas, French Immersion Grade 9 courses were offered for a very small number of Grade 9 students. Under normal circumstances courses with such low enrolment would not be offered. In determining staffing for 2002-2003, only seven students have requested enrolment in the Grade 9 French Immersion program at Sherwood.

One of the strategies from the review indicated that the Board should establish the definition of a "viable" French Immersion secondary school through the concept of minimum numbers of Grade 9 students entering the school. 50 Grade 9 students was recommended as the minimum but 80 to 100 students was the preferred number to ensure that there could be a richer number of course offerings. It was further suggested that if numbers fell below this minimum for two years, the school's viability must be reviewed and if the projected registration was below the minimum, the Board would consider:

- directing Grade 9 students to another FI site;
- phasing out the FI program in the school allowing “in program” FI students to graduate from high school of their choice if feasible or close the program by directing all students to another FI site.

In addition a specific recommendation was made for Sherwood since it had not met the minimum numbers for two years. The Board was to review the viability of this school as a FI site and consolidate the program at Westdale by one or more of the following actions:

- directing all Grade 9 students to Westdale with transportation (if eligible) and
- attempting if feasible to provide FI courses for the “in program” students so they can graduate from Sherwood
- at the point it becomes impossible to provide sufficient courses for the remaining students, closing the FI site and direct all FI students to Westdale with transportation (if eligible) and
- making efforts to enable senior students to complete their FI certificate requirements (e.g. summer school, etc.)

In addition to not having sufficient Grade 9 students to offer FI courses, the principal of Sherwood has determined that it is not possible for the school to offer program for the current Grade 9 group who will be in Grade 10 due to the low numbers. There are nine students in this group. The school will still be able to offer students in Grade 11 and 12 FI courses to meet their certificate requirements next year.

Since there can be no French Immersion courses at the Grade 9 or 10 level next year, there remain few alternatives for the current group of Grade 9 Sherwood students within the HWDSB system. These are as follows:

- transfer to Westdale to continue to take French Immersion courses;
- remain at Sherwood in the regular program.

If the program is phased out, the current Grade 9 students will not have the opportunity to continue in the program (in which they have been enrolled for ten years since Senior Kindergarten) at the high school they have chosen. Phasing out the program means that only one high school will continue to offer the French Immersion program and that school is not easily accessible from the Sherwood area. The Board’s policy is that transportation to the FI site is a responsibility of the parent but parents who undertook to move close to or to transport their children to Sherwood are faced with the fact that the program will no longer be available to their children there. On the basis on equity, the French Immersion Review strongly recommended that displaced students be offered transportation to the new site if they wished to continue in the program.

Daryl Sage, Manager of Accommodation and Planning, has provided information with regard to the transportation alternatives that the Board could consider. Given that the students will be in Grade 10 next year, transportation might be required for three full years.

Bus pass	This option would be the cheapest option for the Board but the location of the current school on the east mountain and the location of Westdale in the lower west end means that these students would likely have a lengthy trip with transfers. Maximum cost would be \$37.00 per month per student.
Mini bus	A mini-bus would cost approx. \$145 per day. Students could be picked up at Sherwood and transported to Westdale. If all 9 students were to continue at Westdale, this would be the best bus option cost wise, at approximately \$28,000 per year.
Taxi	If the number of students who opt to continue in the FI program were eight or less, the most cost effective transportation would be taxi at \$18 per day per rider. The maximum cost here would also be approximately \$28,000 per year but would decrease if the number of students dropped below eight. For example, if six students opted to continue, the cost would be approximately \$21,000 per year.

NOTE: Transportation contracts are currently under negotiation. Rates could escalate in the future.

The total cost if a mini-bus were to be used for all three years would be \$84,000.

The principal of Sherwood has indicated that all the current Grade 9 students have been provided with a Westdale option sheet and Westdale is prepared to welcome any FI students from Sherwood. It would be desirable to maintain as many students in the FI program as possible and some students may be unable to consider that possibility without the Board providing transportation.

RATIONALE – Sanford Avenue

The enrolment situation at Sanford Avenue is similar to Sherwood. Despite the lack of adequate enrolment for senior kindergarten classes for the past two years, Sanford has continued to offer French Immersion for the students already in the program. As a result, for the 2002-2003 school year, the school would be faced with a triple grade situation for students in Grades 3, 4 and 5. This type of programming may have occurred in the past, but given the rigour and complexity of the new curriculum, triple grade situations do not provide students with the best educational opportunity and as such have not been supported by the Board.

One of the strategies from the review indicated that the Board should establish the definition of a “viable” French Immersion school through the concept of minimum numbers of students entering the school’s program. At the Kindergarten and Grade 1 level, the review recommended a minimum number of 25 students. It was further suggested that if numbers fell below this minimum for two years, the school’s viability must be reviewed and if the projected SK registration was below the minimum, the Board would consider:

- directing SK students to another site;
- phasing out or closing the FI program by directing all students to another FI site.

In effect, the situation over the past two years has resulted in SK students being directed to other sites. The review noted this by adding a specific recommendation that the Board review the viability of this school as a FI site and consider closing Sanford and directing students to another FI site with transportation (if eligible under the Transportation Policy) to avoid a triple grade situation.

If the decision is made to close the FI program at Sanford, there are several alternatives for displaced students. The two closest FI sites are A.M. Cunningham and Earl Kitchener. Students wishing to continue in French Immersion would have to transfer to another French Immersion school (either the school to be designated after consultation or request an out-of-catchment form for attendance at another FI school in the system). A resolution to transport displaced students until the end of Grade 5 would support these students in the program of choice until the point at which they would have to make a decision about continuing in the program with their own transportation. Another option for displaced students would be to remain at Sanford Avenue in the regular English stream, in effect leaving the French Immersion program.

Daryl Sage, Manager of Accommodation and Planning, has provided information with regard to the transportation alternatives that the Board could consider in this situation. Given that the students will be in Grades 3, 4 and 5 next year, transportation will be required for three years with a declining number of students in the second and third year. There are currently 5 students for Grade 3, 9 students for Grade 4 and 8 students for Grade 5 (one has already filled out an out-of-catchment request to attend another school with an SK sibling).

Bus pass	This option is not recommended for students of this age and there are no direct routes available to either of the two closest sites.
a regular bus	If there are twenty or more students to be transported, this is the recommended method of transportation. The maximum number of students to be transported for the first year is 22. Students could be picked up at Sanford and then be transported to the designated FI site. The cost is approximately \$160 per day or approximately \$31,000 per year. This would be the maximum cost for the first year.
mini bus	A mini-bus would cost approx. \$145 per day. In year two, there would be 14 students to transport so a mini-bus could be utilized at approximately \$28,000 per year.
taxi	In year three there would be five students to transport. A taxi might be more cost effective at \$18 per day per rider. The maximum cost would be approximately \$17,000 per year.

The most cost-effective way of providing transportation would see a change in delivery over the three years. The estimated total cost would be approximately \$76,000. Based on current contracted rates.

A meeting with the parents at Sanford has been planned for April 9, 2002 at which time alternatives will be discussed and there will be consultation with regard to redrawing the catchment areas if Sanford is closed.

PART 2 – UPDATE ON STRATEGIES

The attached report outlines actions already taken or in the planning stages to deal with recommendations and strategies suggested by the FI Review.

ACTION PLAN: PROGRAM CONSISTENCY and STANDARDS		
RECOMMENDATION: 1. That the Board set expectations and monitor for greater consistency in program standards for the French Immersion program 2. That the Board support high academic achievement for French Immersion students while enhancing French language cultural and recreational opportunities provided by the school		
Strategies	Current Status	
The FSL consultant invite new FI teachers to an orientation meeting in August (before new school year)	Planning is underway to include new FI teachers in the Curriculum Department's in-service for new teachers being developed for August 2002.	
The percentage of time spent on French be consistent throughout the Board: 50% at Middle school and in K-5 all subjects be taught in French except English language and subjects delivered to allow FI teacher release time to a maximum provided under contractual provisions (currently 150 minutes per week); standardize the amount of time spent on French and on English (through an Administrative memo)	To be discussed with elementary administrators at the FI Administrators' meeting on April 12 for implementation in 2002-03. Following discussion, this issue may be included in an Administrative Memo.	
Science in FI schools: (a) A concerted effort be made to find qualified French teachers of Science (b) Schools will teach Science in French in Middle school only when qualified staff is available (c) Students will receive FI Science vocabulary in Science to help in the transition to secondary	(a) Superintendent Bain has already made this a priority of the hiring process for teachers qualified for FSL. He has specially noted those who approached us at recruitment fairs and will review resumes and offer interviews to French/Science qualified. (b) To be discussed with principals by Superintendent Bain. (c) Already posted on Information Place. Print copies will be distributed to FI middle schools.	
Increase the number of subjects offered in French in secondary school to allow enough choice in order to meet both secondary school requirements and also FI certificate requirements		
Establish a method of recognizing the French Immersion component of education for students who complete the required hours SK to Grade 8 (e.g. seal)	Being investigated.	
The SOE responsible for FI meet with FI principals at least once per term to discuss issues/ information pertaining to FI	Underway. A meeting will be held on April 12, 2002.	
Develop a guideline/booklet with information about issues pertaining to FI to support principals of FI schools	Underway. Information will be shared with principals at FI Administrators' meeting on April 12 and feedback re: content solicited. Modifications and additions will be made with the goal of providing the document to principals by the end of the current school year.	
Develop a form to gather exit information including the destination of secondary FI graduates to be completed by secondary schools annually (all grade 9's that enter FI program would be tracked at graduation (transition times)	Referred to Superintendent Joudrie for possible implementation through Trevlac.	
Develop a form to gather information on any students leaving the program in elementary school	Process and format to be discussed with elementary administrators at the meeting on April 12.	

<p>Outline a process so:</p> <ul style="list-style-type: none"> • Parents can make an informed decision with regard to withdrawing students from FI • Schools have strategies in place to deal with students who need remediation/support as an alternative to leaving the program (e.g. school staff, volunteers, peer mentors) 	<p>To be discussed at FI Administrators' meeting on April 12.</p>
<p>Ensure that English is taught by an appropriate teacher who is someone other than the FI teacher</p> <p>Encourage joint programming (e.g. trips, film festivals, activities) between core French and FI staff and students in dual track schools to increase the opportunities for cultural enrichment</p>	<p>Superintendent Bain will discuss this with elementary principals.</p>

ACTION PLAN: RESOURCES and SUPPORT

RECOMMENDATION:

1. That the Board increase the level of funding and support available to French Immersion schools utilizing funding available in the Ministry Language Grant
2. That the Board increase information and support available for parents of French Immersion students

Strategies	Current Status
The allocation made to FI on the school budget must be spent on FI materials	Executive Council did not support this recommendation. It was felt that the flexibility must be maintained for the principal. However, accountability should also be expected.
Report the amount for FI in the school budget in a separate line that clearly identifies it as French Immersion rather than included with Core French, NSL or ESL	According to Lucy Veerman, Manager of Budget, the budget information sent to the schools clearly identifies the allocation for the French programs, both core French and French Immersion. However, the current account code captures the expenditures under "Languages" which also includes ESL. A separate code can be set up if required.
Ensure that FI schools have bilingual resource personnel to support students and teachers from within the current complement of staff	Superintendent Bain will bring this to the attention of elementary FI principals before assignments are determined.
Post teacher librarian, Information technology positions and other support positions in FI schools with "French an asset" (emphasis on oral skills)	Superintendent Bain will bring this to the attention of elementary FI principals prior to the first round of postings.
Establish processes for: <ul style="list-style-type: none"> IT and the media library to systematically address FSL needs across the Board (e.g. software and media/kit materials, site licenses) Efficient and appropriate sharing of FI school resources including units of work between schools 	Referred to Superintendent Joudrie. IT/media library
Offer some centrally organized sessions through the FI consultant for parents every year on the following: <ul style="list-style-type: none"> Kindergarten information meetings Transitions from grade 5 to 6 and 8 to 9 Other sessions as requested by schools	To be discussed with FI administrators on April 12. Consultant to discuss with FI teachers at upcoming in-services. Kindergarten information meetings were offered in five locations across the system this year. Transitions will be discussed at the FI Administrators' meeting on April 12 in preparation for implementation next year. The consultant is ready to do sessions as required. She has presented this year on EQAO for example.
Provide information to support parents of French Immersion students to assist them in supporting their children in a second language programme	Information has been posted on the Board's website. Parents are also directed to the Canadian Parents for French website through links.
Assist the French Immersion School Councils and French Immersion Home and School parents to create a network for communication and collaboration	The Board has been assisted in this strategy through the Canadian Parents for French Association and its excellent website.
Maintain the position of FSL Consultant in the HWDSB as an essential means of supporting parents, students and teachers in FI	Will be discussed at Executive Council in context of system consultant support and available budget. At the present time the Consultant assigned to FSL and FI has a primary responsibility to the Board's literacy focus.

ACTION PLAN: STAFFING	
RECOMMENDATION:	
1. That the Board actively recruit and maintain a staffing complement of enthusiastic, satisfied and qualified teachers for the French Immersion program 2. That using the funding available in the Language Grant, the Board develop and apply staffing formulas to support FI programs, especially for dual track schools	
Strategies	Current Status
Ensure that the number of students in same grade recombined classes reflect the average numbers of that division in that school (K-G)	Superintendent Bain will bring this to the attention of elementary FI principals before school organization and teaching assignments are determined.
Provide a responsibility allowance for teachers of FI (similar to LRT's)	Superintendent Bain will refer this issue to the elementary teacher negotiating team for review and possible inclusion in Board preliminary submission.
Wherever possible, apply the staffing process in general to reduce the fragmentation of FI positions (.5 positions)	Superintendent Bain will bring this to the attention of elementary FI principals before assignments are determined.
Ensure that elementary FI schools continue to receive additional FTE to allow for equitable school organisation	This issue will be discussed at Executive Council in the context of system staffing allocations. To date the allocation continues to be supported by Executive Council.
Continue to pool hire widely for French Immersion and FSL positions early in the elementary and secondary staffing processes (December – February) and that bilingual personnel be identified to be part of a larger interview team in order to more equitably spread this responsibility: e.g. principal pairs, principal/teacher, principal/consultant, retired principals	Superintendent Bain approved the pool hiring of six elementary teachers with FSL/FI qualifications in March. Secondary needs have not been reviewed to date as secondary staffing begins later in the year. Bilingual personnel have been part of the recruitment visits and late March pool interview teams.
♦ identify subject specialists at secondary who are also fluent in French (on resumes, interview questions)	Superintendent Bain will bring this to the attention of secondary FI administrators.
Support the school-based hiring process where principals who are not fluent, have a fluent speaker (teacher/principal) on the interview team to assess candidates French skills for their school	Superintendent Bain will bring this to the attention of elementary FI principals prior to the first round of postings.

ACTION PLAN: ENROLMENT

RECOMMENDATION:

1. That the Board actively promote and market the French Immersion program, especially targeting parents of entry level students
2. That the Board attempt to maintain students within the French Immersion program

Strategies	Current Status
Early in January, advertise the French Immersion program to all JK parents in the system, providing contact numbers and scheduled information evenings for interested parents	Flyers have been distributed to JK parents in the system to inform them of SK French Immersion opportunities. The French Immersion section of the Kindergarten registration ad (schools, addresses, scheduled meetings, etc.) that appears in the Spectator and other papers was expanded to give it more prominence. Greater numbers of parents attended information sessions than in past years.
Following the appearance of the advertisement, hold information meetings for interested parents in all areas of the Board	Meetings were held in five areas of the district following the appearance of the registration advertisement. Attendance at the meetings increased over past years. Kindergarten enrolment at Glen Echo in particular increased.
Each French Immersion school with a Kindergarten schedule information meetings for parents in the January to March period	To be discussed with elementary FI administrators at the meeting on April 12.
Use the transition process (Grade 5-6, Grade 8-9) as an opportunity to market French Immersion through information meetings and orientations held by the receiving schools	To be discussed with elementary FI administrators at the meeting on April 12.
Establish a process whereby FI students and their parents state their intention to remain within the FI program early in any year for which a school transition is required (5-6, 8-9)	
Allow JK children with the intent of continuing SK in FI to be considered in catchment at the FI school their siblings attend	Executive Council has approved this concept. FI Administrators will be informed at the April 12 meeting. The issue may also be part of the Administrative Memo.

ACTION PLAN: TRANSPORTATION and SITES FOR FRENCH IMMERSION

<p>Recommendation:</p> <p>That the Board attempt to provide French Immersion programs in as many viable schools as possible</p> <p>That the Board provide limited area to "magnet" school transportation service</p>	
Strategies	Current Status
<p>To extend French Immersion into areas with little excess accommodation establish a "home school" model with the following criteria:</p> <ul style="list-style-type: none"> Schools with multiple classes at each grade level (e.g. JK-8 school with 500+ population) if 30 (-5) in-catchment students at SK and 25 in-catchment students at the Grade 1 level commit to the FI program, establish the school as a French Immersion site with no out-of-catchment FI students allowed no French Immersion transportation beyond that which the school catchment area generates the same maintaining and closure rules as for a K-5, K-8 or 6-8 French Immersion "magnet" school (e.g. if the enrolment falls below the minimum for two years, review the viability) 	<p>Executive Council did not support this concept. There were concerns with having two FI models operating within the Board (equity issues e.g. some students would get transportation to FI while others didn't). There was also a concern that principals would have a difficult time maintaining the no out-of-catchment rule, especially if the enrolment dropped in the FI classes.</p> <p>Parents in the Waterdown area have expressed interest in a FI program in their area at least twice since amalgamation. This year at the Kindergarten information meeting there was not sufficient interest in enrolment in any one school to even consider the establishment of a "home school" model.</p>
<p>Establish clear school "pathways" (K-5/6-8/secondary or K-8/secondary) for French Immersion students that take advantage of the areas where French Immersion interest is the greatest</p>	
<p>Establish centralized "pick-up" spots and transportation routes to serve students traveling to their closest "magnet" schools, possibly in cooperation with the separate school board which offers this service</p>	<p>Referred to Superintendent Don Grant and Daryl Sage, Manager of Accommodation and Planning for resource allocation discussions related to the 2002-03 school year budget.</p>
<p>Ensure that any FI student who is directed to another FI site through consolidation or closure of FI sites is provided with transportation to continue in the FI program if the student meets eligibility requirements for transportation to the closest FI school (elementary or secondary)</p>	<p>Recommendations being presented to the Board on April 15.</p>
<p>Establish boundaries to rationalize accommodation issues once the "magnet" sites for FI have been determined</p>	<p>If the FI program at Sanford Avenue is closed, new catchments for A.M. Cunningham and Earl Kitchener will have to be created. Consultation with Sanford parents will take place on April 9, 2002. Daryl Sage has been consulted.</p>

ACTION PLAN: TRANSPORTATION and SITES FOR FRENCH IMMERSION

<p>Establish the definition of a "viable" K-5 or K-8 school through the concept of minimum numbers of Kindergarten and grade 1 students</p> <ul style="list-style-type: none"> • for opening a program there must be 30 (-5) students in the Kindergarten and 25 students in Grade 1 as a minimum • if a school falls below these minimums for two years, the school's viability must be reviewed and if the projected SK numbers for the coming year are not at the expected minimum, the Board will consider • directing SK students to another site; • phasing out or closing the FI program in the school or closing the program by directing all students to another FI site 	<p>For the 2001-02 year, the only schools requiring review are Sanford and Peace Memorial. Recommendations regarding Sanford are being presented to the Board on April 15, 2002. Peace Memorial is one of the schools under consideration for closure in connection with the opening of Templemead.</p> <p>Executive Council supported this with a caveat that minimum numbers in an entry class, may be depleted over the years to Grade 5, still creating class size problems and combined grades.</p>
<p>Establish the definition of a "viable" middle school through the concept of minimum numbers of grade 6 students</p> <ul style="list-style-type: none"> • for opening a program there must be a minimum of 25 students entering the school in Grade 6 • if a school falls below these minimum numbers for two years, the school's viability must be reviewed and if the projected Grade 6 numbers for the coming year are not at the expected minimum, the Board will consider • directing Grade 6 students to another site; • phasing out or closing the FI program in the school or closing the program by directing all students to another FI site 	<p>Executive Council supported this with a caveat that having completed Grade K-5 in French Immersion, parents will expect an accessible Grade 6-8 program despite numbers. To be considered further in 2002-03.</p>
<p>Establish the definition of a "viable" secondary school through the concept of minimum numbers of Grade 9 students entering the school</p> <ul style="list-style-type: none"> • 50 Grade 9 students is the minimum but 80-100 students is preferred in order to allow for a richer number of course offerings • if the numbers fall below this minimum for two years, the school's viability must be reviewed and if the projected Grade 9 registration is below the minimum, the Board will consider • directing Grade 9 students to another FI site • phasing out the FI program in the school allowing "in-program" FI students to graduate from the high school of their choice if feasible or closing the program by directing all students to another FI site 	<p>Recommendations re Sherwood Secondary are being presented to the Board on April 15.</p>

ACTION PLAN: TRANSPORTATION and SITES FOR FRENCH IMMERSION	
<p>Since Sanford Avenue, Peace Memorial and Glen Echo are K-5 schools that have not met the minimum standards for two years, review the viability of these schools and consider</p> <ul style="list-style-type: none"> • closing Sanford and directing the students to another FI site with transportation (if eligible) to avoid a triple grade situation • if the projected SK's for Peace Memorial and/Glen Echo do not meet the minimum required, consider directing the SK's to another site with transportation (if eligible) and consolidating with other FI sites with transportation (if eligible) depending on the results of the catchment review (e.g. Peace Memorial to Norwood) <p>Since Dalewood and Glen Brae are middle schools that have not met the minimum standards for two years, review the viability of these schools and consider consolidating the program with transportation (if eligible) into two schools taking into consideration the catchment review and operating capacities of the two schools selected to remain operating as FI sites</p>	<p>See above. Glen Echo currently has 24 students registered for FI Senior Kindergarten.</p>
<p>Since Sherwood Secondary is a secondary school which has not met the minimum standards for two years, review the viability of this school and consolidate the program at Westdale by</p> <ul style="list-style-type: none"> • directing all Grade 9 students to Westdale with transportation (if eligible) and • attempting if feasible to provide FI courses for the "in program" students so they can graduate from Sherwood at the point at which it becomes impossible to provide sufficient courses for the remaining students, the Board should close the site and direct all FI students to Westdale with transportation (if eligible) • efforts to enable senior students to complete the FI certificate requirements (e.g. summer school, night school, virtual classes) <p>Conduct the closure and consolidation of any FI school in a staged fashion and in conjunction with community input so as to allow Board staff to assess the impact on FI enrollment</p> <p>Utilize the single track "magnet" concept (K-8) should space become available through consolidation/closure of schools. In general dual track schools should not displace the regular English track of the school's normal catchment area.</p>	<p>Recommendations presented to Board on April 15, 2002.</p> <p>Until the impact of recommendations dealing with Sanford Avenue and Sherwood Secondary is known and decisions with regard to the closure of Peace Memorial are made, no further consolidations will be considered for September 2002. There will be no consolidations of middle schools this year.</p>

#9

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.

Signature:

M. Matier

Date:

April 12, 2002

To: Merv Matier, Director of Education and Secretary
From: Marguerite Botting, Superintendent of Student Services
Date: April 15, 2002
Re: Educational Assistant Staffing 2002-2003

Recommended Actions:

Moved by: _____

That the Board approve the Educational Assistant Allocation Committee for Special Education allocate 400 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.

Moved by: _____

That the Board approve the Learning Opportunity Allocation Committee allocate 22 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.

Rationale:

The Board has directed, by resolution #01-55, that the number of Educational Assistants for the next academic year be determined by the end of April each year. Such direction was established so that the Human Resources department would be able to complete the staffing process prior to the end of June.

Completion of the staffing process by the end of June will provide many benefits:

1. Parents will know the educational assistant support available for their child prior to the start of the school year.
2. Educational Assistants will know their assignments when they leave in June.
3. Principals will be better able to plan appropriately for their school's programs and individual programs.
4. There will be minimal disruption within the educational assistant bargaining unit because all assignments will be determined with one posting process.
5. All action taken is to provide a smooth and efficient start to the school year for students, parents and staff.

Executive Council has considered the number of E.A. positions that may be available for 2002/2003. The factors that were taken into consideration included the following:

- a) completed IPRC's;
- b) the recommendations of the E.A. Allocation Committee for Special Education;
- c) estimated funding available.

The attached memo from Eto Corcione, Principal of Special Education Services, provides information regarding projected E.A. needs for 2002/2003. Educational assistant position requirements may be summarized as follows at the present time:

	Current	2002/2003 Needs Based	2002/2003 Funded Based
Special Education	400	421	400
Learning Opportunities	<u>30</u>	<u>30</u>	<u>22</u>
	<u>430</u>	<u>451</u>	<u>422</u>

Based on the assumption that the Board continues to allocate the same amount of additional monies to the educational assistant expenditure category from other expenditure categories in 2002/2003 as was the case in 2001/2002, it is estimated that funding will allow a maximum of 422.0 educational assistant positions for 2002/2003. This represents a reduction of 8.0 F.T.E. positions from the current complement.

Should such additional monies not be transferred to the educational assistant expenditure category, a reduction of 20.0 F.T.E. positions from the current complement would be required.

attach.



9-2
The Hamilton-Wentworth District School Board
Student Services

Special Education Department Memorandum

To: Marguerite Botting
Superintendent of Student Services

From: Eto Corcione
Principal of Special Education Services

Date: Monday April 15, 2002

Re: Projected EA Needs for 2002-2003

	Current	Projected ²	Funded ³
Special Class Support	99.5	98	T.B.D. *
Individual Student Support	229 ¹	240	T.B.D.
System Program Support	20	20	T.B.D.
SK Students to Grade 1 Support	22.5	45	T.B.D.
New JK Student Support	16	18	T.B.D.
EAs for Special Education	400	421	400
EAs for Learning Opportunities	30	T.B.D.	22
Total EAs ⁴	430	439 ⁵	422

Note:

1. The numbers in the Current column include students presently receiving EA support while on a special class wait list. These numbers do not include JK or SK students who are currently receiving EA support. This number includes both elementary and secondary students.
2. The Projected Needs column reflects the EA support we currently have for students/programs and the projected entry of JK students, plus SK students moving on to grade 1 for 2002-2003. This takes into consideration IPRC's that have been completed and the work that the SEAC Concerns Sub Committee completed during the 2001-2002 school year.
3. The Funded column (To Be Determined) is based on the projected 2002-2003 Board budget.
4. The totals in the Projected and Funded columns do not take into consideration new students arriving for September 2002 who will require support or students who have support and may move out of our Board. These totals also do not take into consideration any creative ways that schools may allocate EA support for their students (e.g. placing two or more students in one class to share an EA).
5. The Projected column total does not include the EAs for the Learning Opportunities Program.

*T.B.D. (To be determined)

10

April 15, 2002

To: The Trustees

From: Judith Bishop

Re: PROBLEMS WITH FUNDING

RECOMMENDED ACTION:

It is moved by _____, seconded by _____:

That the report "*Problems with funding of the The Hamilton-Wentworth District School Board*" be approved and that a letter, along with a copy of the report, be sent to Premier-Elect Ernie Eves requesting that the benchmarks in the funding formula be updated to reflect 2002 figures.

Problems with Funding of the Hamilton-Wentworth District School

Board

March 2002-03-12

Judith Bishop

1. Spending on Education in Hamilton has been dropping since 1993

Changes in Education Spending from 1993 to 1999-2000

	<u>YEAR</u>	<u>ENROLMENT</u>	<u>BUDGET</u>	<u>COST PER PUPIL</u>
•	HAMILTON	1993	39,627	\$285,795,585
•	HAMILTON	1994	41,210	\$269,367,389
•	HAMILTON	1995	N/A	\$259,664,514
•	HAMILTON	1996	N/A	\$257,926,451
•	HAMILTON-1999-2000	56,111*	\$358,997,053 **	\$6,397.98
	WENTWORTH			

• calculations by Ministry of Education and Training Study of per pupil costs, using unknown enrolment figures

• * average daily enrolment ** Ministry allocation

• This table shows that total expenditures on education in Hamilton have been falling since 1993 as budgets and the amount spent per pupil in Hamilton and the new combined Board has declined.

2. Large numbers of Staff lost in the last ten years

Between 1991 and 1995, the Hamilton Board of Education cut;

- 2 supervisory officers,
- 18 consultants
- 181.58 teachers,
- 30.8 clerical assistants,
- 48 caretakers and cleaners and
- 18.8 (full time equivalent lunchroom and bus assistants

10-3

2. Large numbers of Staff lost in the last ten years (continued)

1995 – 2001: HWDSB (and legacy boards) staffing cuts

<u>Staffing Categories</u>	<u>Number of positions lost</u>	<u>% of Change</u>
Elementary Teachers	140.11	6.4%
Secondary Teachers	50.46	4
Consultants and Resource Teachers	2.0	6.7%
Secretarial	53.10	19.
Principals	7.0	5.5%
Vice-Principals	3.0	4.7%
Lunchroom supervisors	80.8	40.6%
Board Administration	48.11	33.6%
School Operations	233.21	33.7%
Transportation	0.25	7.14%

Total **550.09** **10.24%**

The Government's Promises

- Education Minister Snobelen promised to “create a crisis”
- In 1998, Premier Harris committed his government to fair education funding:
 - ➔ more money in the classrooms,
 - ➔ putting an end to school board waste.
- He committed to addressing inequities across the system.

10-5

The New Model

- New model introduced 1998.
- Province takes over education funding, and by doing so, makes itself responsible for funding.
- Under new model, **province defines how much each board can spend.**
- Model assumes a standard program with set number of staff (teachers, principals/vice-principals, support staff):
 - elementary at 450 students and secondary at 900 students
 - over half the schools in province fall outside these benchmarks
- **Model is based on average salaries and average costs.**

10-6

What Happened since 1998

- They kept the promise to “create a crisis” .
- By....
 - ➡ Taking control of education but refusing to take responsibility for adequate funding.
 - ➡ Addressing system-wide equity by funding all boards inadequately.
 - ➡ Affecting program quality by funding a 2002 system at 1997 levels.
 - ➡ Diverting funding from publicly-funded education to privately-funded education to the tune of \$300M to \$700M once fully implemented.

7-2

How Has the System Improved?

- Erosion of education programs
- Reduced resources to students
- School maintenance / repair backlog
- School closures
- Increased user fees
- Increased dependence on local fundraising
- Poor morale, reduced extra-curricular activities and strikes

What's Happened in the Classroom

Since 1998

- Reduced student resources - shortage of textbooks, old technology
- Reductions in student support - education assistants, library, guidance, technology, professional assistance
- Lack of teacher PD for curriculum reform
- Serious teacher shortage - creating a competitive environment for teachers and forcing salaries upward.

4. HWDSB has suffered from Spending its Money in the 90s in the Classroom

- **Hamilton's total average cost per pupil was less than that for the province**
- In 1996 Hamilton's cost per pupil was \$6,535, that for Ontario was \$6,682.

Hamilton spent more in the classroom:

- \$ 3,860 per pupil on this area in 1996 compared to an average \$ 3,593 in Ontario.
- **One of only 11 Boards that spent more than 60% on classroom funding**

Hamilton spent less in other areas:

- Hamilton spent less on custodial and maintenance, supervision and administration and transportation and capital costs.

Penalty for spending its money in the classroom and skimping on its operations is that since 1998 HWDSB's operational funding has been pinned to its low 1997 spending.

5. HWDSB's Funding Compared to Selected Boards 1999/2000 Actuals

BOARD	OPERATING Allocation per pupil	CAPITAL Allocation per pupil	TOTAL Allocation per pupil	ENROLMENT Average daily enrolment	Additional MILLIONS IF HWDSB funded at same level
\$ 5,882.95	HWDSB	\$275.94	\$6,158.89	56,083.83	
\$5,976.59	HWCDSD	\$384.09	\$6,360.68	27,100.53	\$11.3
\$5,956.98	Thames Valley	\$310.86	\$6,267.84	81,012.87	\$6.1
\$5,947.73	Halton Public	\$418.86	\$6,366.59	41,337.09	\$11.6
\$6,702.19	Ottawa Carlton	\$251.82	\$6,954.01	72,839.42	\$44.6
\$7,393.75	Toronto Public	\$335.15	\$7,728.90	269,368.13	\$88.0

Figures from Ministry of Education and Training

The \$1.1B Funding Gap and How it Applies to The Hamilton-Wentworth DSB

Based on calculations provided by OPSBA

• Salaries & Benefits	(Applying Foundation Grant Staffing Formula)	\$ 27.9 M
• Technology		\$ 5.6 M
• Textbooks and Learning Materials		\$ 1.4 M
• Transportation		\$ 1.6 M
• Special Education		\$ 1.8 M
• Professional Development -		\$ <u>1.8 M</u>

– **Total Estimated Funding Gap** **\$ 38.7 M**

10-12

The \$1.1B Funding Gap and How it Applies to The Hamilton-Wentworth DSB

Based on calculations provided by OPSBA

- School Renewal Needs total \$6.8 B over the next 5 years (source: Caucus document Aug 8'01)
- Industry Standard for Renewal is 1.5 - 2% of one's total assets which would be approximately \$15.2 M.
- The Hamilton-Wentworth DSB's **actual** funding is \$6 M.

10-13

Retirement Gratuities

Based on calculations provided by OPSBA

Teacher compensation

- Foundation grant provides 2% for gratuities.
- Some boards experiencing gratuity costs of 4% - 5%.
- No assistance for extraordinary cost of gratuities.
- In 2000-01, Hamilton-Wentworth spent \$ 7.8 M in gratuities vs grant of \$ 3.4 M.
- Estimated funding gap relating to gratuities = \$ 4.4 M
- Savings to province since 1998/99 = \$182M as experienced teachers retire replaced with less experienced/lower cost teachers

10-14

Salary and Benefit Gap

Provincial funding for salaries

- 2000-01 - increase of 1.95% to salary component in foundation grant
- 2001-02 - \$100 pp was provided for local priorities

10-15

Inflation 8.4% between 1997 and 2001.

Special Education Gap

- In 1999-2000 Hamilton-Wentworth DSB **diverted \$7.4 M from other program areas** (ESL, LOG, etc) to address under funding in special education.
- In 2000-2001 Hamilton-Wentworth DSB **diverted \$4.9 M from other program areas** (ESL, LOG, etc) to address under funding in special education.
- In 2001-2002 Hamilton-Wentworth DSB has **diverted \$1.3 M from other program areas** (ESL, LOG, etc) to address under funding in special education.

Service Implications

- There are fewer self-contained classes and their class size is larger
- EA's are no longer available for instructional purposes for special education students
- There are more students to each LRT in elementary schools

Professional Development GAP

- PD has most direct effect on program quality.
- Province implemented major changes to elementary and secondary curriculum since 1997.
- Provincial funding completely inadequate to successfully implement change of this magnitude.
- New demands re: school safety, performance appraisals of teachers, etc..yet no provincial support.
- Current Provincial Funding at \$11 per pupil = \$ 626 K or about \$129 per staff (including all staff).
- Minimal PD requirement = \$500 per staff, resulting in a funding **GAP of \$ 1.8 M.**

10-17

Textbooks and Learning Materials GAP

- **Two issues:**
 1. **1997 funding** available to purchase textbooks and learning materials in 2002.
 2. Funding for new textbooks and learning materials required to implement curriculum reform arbitrarily reduced by 50% in 2001/02 - **government cut of \$ 422 K**
- Funding gap has resulted in reductions in texts and learning materials - greater dependence on local funding raising efforts for core classroom materials.

8/18

What The Board Has been Forced to Do

- Reduce range of programs and services offered to students (music, phys-ed, library, guidance)
- Reduce school-based and board staff for student support
- Increase waiting lists for student assessments and time before initiating intervention
- Increase user fees and fund-raising efforts
- Deplete Reserve Funds - eliminating boards' ability to meet local needs and new initiatives.

10-19

17 Categories lost permanently since 1991:

- All Lunch Room Assistants
- All Cafeteria Assistants
- All Bus Assistants
- All Library Secretaries
- Consultants for music, history, geography, science, technology, physical education, art.
- All Primary and Junior Physical Education specialists
- All Primary and Junior Music specialists
- All Administrative Assistants in Secondary Schools
- All Elementary Guidance teachers
- All Elementary Family Studies teachers
- All Elementary Design and Technology teachers

Reduction in other positions:

- **Fewer ESL teachers**
- One Educational Assistant no longer assigned to each Junior Kindergarten class
- No full time Elementary Librarians

What have Funding Changes meant to schools in the last ten years?

A City K-5 School of 450 Students A City K-5 School of 450 Students

In the early 1990's

Now

- | | |
|---|-------------------------------|
| ◆ Principal | ◆ Yes |
| ◆ Vice-Principal | ◆ No |
| ◆ One and a half secretaries | ◆ One only |
| ◆ 2 full time librarians with a library secretary | ◆ Part time with no secretary |
| ◆ An educational assistant provided for each JK | ◆ No |
| ◆ Lunch room assistants | ◆ No |
| ◆ A music specialist | ◆ No |

10-21

What have Funding Changes meant to schools in the last ten years?

<u>A City K-5 School of 450 Students</u>	<u>A City K-5 School of 450 Students</u>
<u>In the early 1990's</u>	<u>Now</u>

- | | |
|--|--|
| ◆ A physical education specialist | ◆ No |
| ◆ Resource room teacher | ◆ No |
| ◆ Learning Resource Teacher | ◆ Yes |
| ◆ Computer teacher | ◆ Perhaps |
| ◆ Educational Assistant for instructional support to Special Education student | ◆ No |
| ◆ Average class size jk:) 19.07 (1993) | ◆ Average class size jk:) 20.10 (2001) |
| ◆ Average class size sk:) 20.57 (1993) | ◆ Average class size sk:) 20.99 (2001) |
| ◆ School cleaned every day | ◆ School cleaned every other day |

10-22

What have Funding Changes meant to schools in the last ten years?

Inner City School K-8, 500 Students Inner City School K-8, 500 Students

In the early 1990's

Now

◆ Principal	◆ Yes
◆ Full Vice-Principal	◆ Yes
◆ Full-time librarian with a library secretary	◆ Part-time with no secretary
◆ An educational assistant for each JK	◆ No
◆ Lunchroom assistants	◆ No
◆ Resource room teacher	◆ No
◆ Learning resource teacher	◆ Yes
◆ Computer teacher	◆ Perhaps
◆ Educational assistant for instructional support to special education student	◆ No
◆ 10% additional staff to system complement	◆ 5% in 1998-2000; 10% in 2001

What have Funding Changes meant to schools in the last ten years?

Inner City School K-8, 500 Students Inner City School K-8, 500 Students

In the early 1990's

Now

♦ Educational assistant for reading program	♦ Yes
♦ Full time social worker	♦ No
♦ Funds for school trips and emergency food	♦ No
♦ Family studies teacher	♦ Reduced
♦ Industrial arts teacher	♦ No
♦ 9 ESL teachers	♦ 2 ESL teachers
♦ Primary/junior music specialist	♦ No
♦ Primary/junior phs. ed. specialist	♦ No
♦ Guidance teacher	♦ No
♦ Average JK class size 19.68 (1993 comp.ed)	♦ Average class size JK: 20.10 (2001)
♦ School cleaned every day	♦ School cleaned every other day

18-24

What have Funding Changes meant to schools in the last ten years?

Small County School 230 students

The early 1990's

- ◆ A principal

- ◆ Full time secretary

- ◆ Learning resource teacher
- ◆ Itinerant reading teacher

- ◆ Kindergarten half-day, every day

- ◆ Part-time Librarian

- ◆ Educational Assistant for instructional support

- ◆ Lunchroom Assistant

- ◆ School cleaned everyday

Small County School 230 students

Now

- ◆ Principal shared with another school

- ◆ Part-time secretary

- ◆ .2 or .3
- ◆ No

- ◆ Kindergarten all day, every other day

- ◆ .2 or .3

- ◆ No

- ◆ No

- ◆ School cleaned every other day

System Support to Schools

The Early 1990's

Now

◆ Subject consultants to assist school	◆ No
◆ Gifted consultant	◆ No
◆ Primary consultant	◆ No
◆ Special Education Consultants	◆ Reduced
◆ Psychologist	◆ Reduced
◆ Speech Pathologist	◆ Reduced
◆ Social Worker	◆ Some
◆ Outdoor Education	◆ Sites but one teacher
◆ Kit Services	◆ Yes
◆ Arts camp for students	◆ No
◆ Strings program	◆ Yes

10-26

System Support to Schools

The Early 1990's

Now

◆ Behaviour Resource team	◆ Reduced
◆ Augmentative Communication Team	◆ Reduced
◆ Autistic Resource Team	◆ No
◆ Self contained classes	◆ Reduced
◆ Alternative Programs	◆ Yes
◆ SALEP resource centre	◆ Yes
◆ In-service for new teachers during school day	◆ In-service outside school day hours only
◆ 9 professional development days	◆ 4 professional development days
◆ Professional library with librarian	◆ No

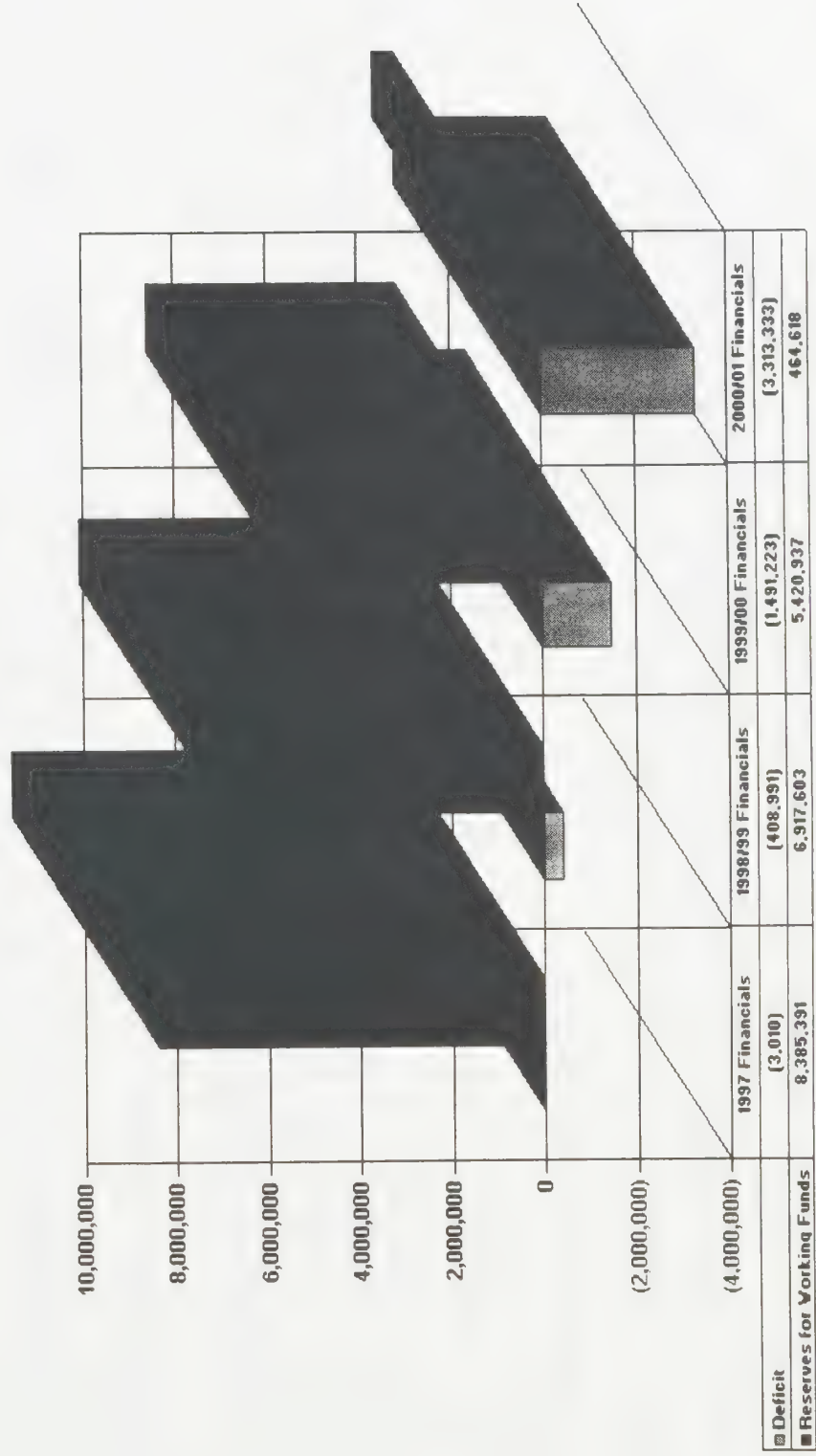
10-27

Financial Reality

- Working fund reserves were rapidly depleted to address funding shortfalls (from \$8.4 M in 1997 to \$ 0.5 M in 2000/01.
- At the end of 2000/01 The Hamilton-Wentworth DSB had an operating deficit of **\$ 3,313 K.**

10-28

Hamilton-Wentworth DSB Change in Reserve for Working Funds and Deficit: 1997 through 2000/01



Concluding Picture of The HWD SB

- Schools cleaned every other day
- Special Education classes have been reduced and their size increased;
- EAs are no longer available to assist with instruction with Special Education students,
- Buses do double or triple runs;
- Every other day all day kindergartens;
- Twinned schools;
- Schools with only a part time secretary;
- Inadequate textbooks;
- Maintenance of schools needs huge cash inflow
- Need 6 new schools

Minor Tinkering Won't Work

- The model is half a decade out-of-date.
- **We can't buy 2002 programs and services with 1997 dollars.**
- Boards have squeezed out available dollars through restructuring, staff cuts and increased workloads.
- Boards have no where else to go...
- Cuts, a freeze or even minimal increases in revenues per pupil is unworkable.
- Without a workable funding model pegged at actual costs, boards will be faced with the untenable choice of gutting programs or running large deficits.

II -- MONITORING ITEMS

Program

12. Student Transitional Education Program (S.T.E.P.) Review
13. Parent Brochures related to the Growing and Development Curriculum
Support Package

*Committee of the Whole
April 15, 2002*

#12

The Hamilton-Wentworth District School Board

MEMORANDUM

Signature: _____

M. Matier

Date: _____

April 12, 2002

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Wanda Bielak-Montemurro, Secondary School Reform Consultant
Re: *Monitoring Report on Year 2 of STEP (Student Transitional Education Program)*
Date: April 10, 2002

Monitoring Statement:

A report on Year 2 Implementation of STEP (Grade 8 to 9 Summer School) is attached.

STEP was piloted in the summer of 2000 as an innovative support to some Level 1 and 2 students in the Grade 8 to 9 transition who might be experiencing difficulties with literacy, numeracy and organizational skills. After a successful implementation in six schools in 2000, in the summer of 2001 the Step project was expanded to include 12 HWDSB secondary schools involving 313 students with one to two teachers per program/site.

The attached information provides some documentation on the success of the program in Year 2.

12 -1

2001 SUMMER SCHOOL PILOT PROGRAM REPORT: STUDENT TRANSITIONAL EDUCATION PROGRAM (STEP)

Background Information

The 2001 program served the needs of 313 students in 12 schools. There were 1 or 2 teachers per program/site. Two program administrators were available for supervision of the project during the period of the two-week summer school in August – one each for the upper and lower areas of the school board. The program was also supported by the work of a secondary school reform consultant.

Thirty hours of program instruction (flexibly delivered at each site) was offered with an emphasis on “refreshing” literacy, numeracy and school preparedness skills. Each student participant received a certificate for participation in the program.

Program Evaluation

Students, parents and/or guardians, teachers and program administrators were given an opportunity to provide feedback on their experience in the form of an evaluation/survey, stop/start/continue response form and or a parent/guardian survey. Responses generally indicated that this was a positive experience for most stakeholders with a recommendation to continue and expand if possible.

Results Summary – What worked well

The participating secondary school teachers attributed much of the success of the program to the following:

- the time (August rather than July)
- the location (at the students' destined secondary schools)

Other factors which served to maximize student attendance, punctuality and motivation included:

- the clearly defined criteria for student eligibility, parent support and the expectations of participating students
- the clearly laid out curriculum and lesson plans, developed by the Hamilton-Wentworth District School Board teachers who had elementary experience and had taught the new Grade 9 curriculum
- orientation and in-service for the participating teachers prior to beginning the summer school program.

Parents too liked the timing of the program and the emphasis on skills to ease transition as keys to success. A more detailed description of their response is provided below.

Students indicated that the program helped them in the following ways:

- strengthening their English and Math skills
- giving them confidence and greater familiarity with their new school
- helping them improve their attendance and getting them in the habit of being on time
- learning things they didn't know or had forgotten over the summer
- helping them with organizational skills, studying and homework
- knowing what's coming ahead in Grade 9.

A majority of the student respondents indicated that they would recommend the program to their fellow students.

Results Summary – What needs to be reviewed

Administration and Organizational Details

A number of factors combined to make the administration of the program somewhat disjointed last year. Accordingly the following areas will be reviewed:

- A clear delineation of responsibilities and duties – for the secondary school program administrators and for the supporting consultant, for the teachers and the local schools will be developed.
- Administrative and organizational details such as application forms and class lists need to be considered well in advance of the end of the year. Information needs to be to elementary school earlier so that elementary parents can be informed of the potential for their child to attend such a program without conflict with vacation schedules. Elementary principals, teachers and parents have to have a clear expectations

based on what the program offers so that the appropriate students can be enrolled. Applications have to be collected earlier so that plans can be developed in a timely fashion.

- Within the funding formula, consideration needs to be given to limiting class sizes to a smaller number than a regular class might be so that more individual attention and feedback can be given.
- There also needs to be a better understanding of the role of the local school in supporting the program around issues like attendance (absences, lates) and clerical assistance. Of critical importance here is the completion of the Continuing Education register because Continuing Education funding is based upon the daily attendance in the program. Teachers need better training in tracking attendance on the register and clear timelines have to be developed and adhered to in order to maximize funding. A decision regarding the placement of students in the program who can only attend for one week due to vacation schedules needs to be consistent across the district.

Program Issues

The curriculum received good ratings but there are areas that need to be addressed:

- The teachers, recognizing the needs of adolescent students, asked for more resources and strategies geared to active participation by students (e.g. games, drama activities, etc.).
- The curriculum materials need to be reviewed to address some of the concerns expressed (e.g. study skills materials too advanced, improving the quality of handouts).
- Clear criteria for the certificate of participation need to be developed.

Parents requested more feedback from the program than a certificate. Some parents would like an opportunity to be in contact with the teacher during the program or have a form of report card at the end of the session.

Access to the Program

Many parents commented that the program should be available to more students across the district. However, transportation continues to be a barrier to some students attending the Grade 8 to 9 summer school. Some funding is available from the Ministry but it is not sufficient to fund transportation needs. At the present time this seems to be a barrier that the Board cannot address.

The program is designed to meet the needs of Level 2 and some Level 1 students who need a boost in their literacy, numeracy and organizational skills before entering Grade 9. Given the funding we cannot provide the specialized assistance that special education offers through a Learning Resource Teacher or an Educational Assistant. This restriction eliminates some students from participating in the program as it is not designed to meet their learning needs.

STEP 2001 Teacher Experience – Comments from Teacher Survey (Stop/Start/Continue)

STOP

- Admitting students who will only be present one week
- Class size needs to be limited to about 20 students maximum for effectiveness
- Putting students into the program just for Math or just for English makes the program more difficult to teach
- Some materials in the Study Skills area are too advanced e.g. note-taking skills during lectures – this is not done in Grade 9
- Showing the movie of the novel – The Outsiders a better choice

START

- Visiting school sites and key personnel in the school (e.g. administration, secretarial staff, Guidance)
- A STEP teachers phone directory
- Administrative checklists prior to entering (e.g. room numbers, door unlocked, etc.)
- Updating handouts which are dated and/or obviously second or third generation photocopies
- Provide varying math at different levels
- Letter of commitment from students and parents
- Physical activity portion – e.g. drama games
- Active lessons – scavenger hunts, phys-ed, drama activities
- More team teaching

CONTINUE

- Excellent novel/ novel - fabulous
- Great program
- Guest speakers – especially student council/team captains/club presidents - effective
- Map and scavenger hunt – great
- Fun games that incorporated learning
- Talking about the school policies and rules every day
- That Was Then This Is Now – appropriate reading level, length good – advantage that the movie was available
- Curriculum program allows for flexibility in terms of delivery (e.g. hours per day, number of teachers)
- Pre-STEP meeting
- School orientation exercise
- Learning strategies
- Reading the entire novel

OTHER

- If possible STEP applications (i.e. students information) should be given out to teachers during the preliminary meeting
- Mimic the high school experience, routine and setting
- Getting parental permission re: the movie would be helpful to avoid any misunderstandings
- Loved journaling with important topics
- Good that students get used to being at school at 8:30 a.m. each day
- Try to get the “essential teachers” to do the STEP program
- Possibly cut down on in-servicing for return teachers
- It is important to finish the novel study completely
- Bring new handouts, ideas to teacher wrap-up meeting to compile and include in the STEP binder
- Include an “ideas” list in the STEP binder from previous teachers (games, guest speakers, additional activities) or set this up as a supplementary appendix

COMMENTS

- I would gladly be involved in the STEP program again – excellent for all involved
- Loved meeting the kids in advance and developing a relationship with them – it is working out well now that the year has started
- We had to deal with many behavioural issues, lates and absences
- This program grants students an excellent opportunity to familiarize themselves with both the school environment and basic curriculum expectations

SUMMARY OF PARENT EVALUATION

The percentage of parent respondents who scored each item according to the levels is recorded below.

Reflecting upon conversations you had with your son/daughter, how would you rate STEP

Poor Satisfactory Good Excellent

1. One of the goals of STEP is to ease the transition into secondary school. This includes helping students to develop self-confidence and some comfort level with their new school. Please evaluate the program in this regard.

Poor Satisfactory Good Excellent

2. In order to ensure success in secondary schools, students must develop effective time management, personal organization and study skills. Rate STEP based on the growth you have seen in this area.

Poor Satisfactory Good Excellent

3. The Hamilton-Wentworth District School Board program is unique in part because it is scheduled for the last two weeks of August. How would you rate the timing of this program?

Poor Satisfactory Good Excellent

4. Another unique feature is that the program is located at a student's home school rather than at satellite campuses around the district. How would you rate the importance of having the program at the student's home school?

Low Somewhat Moderate High

5. Do you have any comments or suggestions to help us improve this program?

A sampling of comments that parents provided:

- *More time on study skills*
- *We saw a big change in our son's attitude and being prepared for high school*
- *I think my son enjoyed it, although didn't want to admit this*
- *More instructional work is required*
- *Feedback should be reported to parents*
- *Contact between teachers and parents would have been helpful just to express concerns about the upcoming school year or any problems they could see arising*
- *STEP helped ease fears*
- *Better planning should be taken with first semester schedules for students in the STEP program*
- *Limiting some of the homework but not the information. My son received great learning tips (very important). Please continue the fun.*
- *Perhaps some grading would be helpful to assess my son's participation and level of learning and understanding.*
- *Would like to see some part of the program talk about Resource help, peer tutors and other strategies to get extra help when you need it*

STUDENT ACHIEVEMENT DATA

At the present time data relating to the academic success of students in their first semester has not been compiled.

#13

The Hamilton-Wentworth District School Board

MEMORANDUM

Signature:	<i>M. Matier</i>
Date:	<i>April 12, 2002</i>

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Deb Sprentz, Ontario Curriculum Consultant
Re: *Parent Brochures related to the Growing and Developing Curriculum Support Package*
Date: April 11, 2002

Monitoring Statement:

Parent Brochures have been developed by Public Health under the direction of the Sexual Health Network to be distributed to parents of Grade 5 to 8 students who are being instructed in the Growth and Development section of the Healthy Living strand of the Health and Physical Education *Ontario Curriculum*.

Last year as part of the report on the revision of the Growing and Developing Curriculum Support Package, future directions were identified for action. The focus was to meet the needs of parents for greater awareness regarding the content of the units (expectations covered in each lesson) and to have specifically developed material to assist them in talking to their child about the instruction going on in classrooms.

Attached to this memorandum, you will find copies of a new resource that is intended for distribution to parents of students in Grades 5 to 8. The Grades 5 to 8 Parent Information Brochures were developed under the auspices of the Sexual Health Network (see attached letter). These materials will be available to schools shortly for distribution to the home.

We can celebrate that these excellent documents have been developed through community partnership to complement instruction of the *Ontario Curriculum* and to serve the needs of our students and their parents.

As these documents provided for your perusal are part of the number printed by Public Health and intended for distribution to parents, it would be appreciated if trustees who did not have an interest in keeping these documents in their own files would return them to Krys Croxall.

Krys Croxall
Superintendent of Education
Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, ON
L8N 2C8

Dear Ms Croxall:

I am pleased to present to you the completed Healthy Growth and Development Parent Handbook developed collaboratively and endorsed by the Sexual Health Network.

The Sexual Health Network is comprised of a number of individuals and organizations interested in adolescent Growth and Development. The goals of the Network are to lessen the occurrence of adolescent risk behaviours, encourage the postponement of adolescent sexual involvement and promote positive adolescent self-esteem and decision making. Membership includes: Eleanor Johnstone; Cleda Yachetti, Canadians for Positive Community Standards; Lynne Scime, Family Action Council; Councillor Marvin Caplan; Dorothy Elliott, Director Youth and Healthy Lifestyles Branch, Social and Public Health Services Department; Deanna Behnke-Cook, IDEAS Programme; Tony Cuschieri, HWCDSB; Maxine Carter, United Way; Pat Allen, Beginnings; Teresa Hartnett, Birthright; Cindy Manson, Planned Parenthood; Mary and Katie Wellard; Paula Forbes, St. Martin's Manor; Joan MacDonald, Status of Women Sub-Committee; Lionel Frigault, Serena Hamilton; Jo-Anne Rochon, Salvation Army/Grace Haven; Marguerite Botting; Fred Ofosu, Diverse Community Achievement Centre; Debbie Sprentz, Hamilton-Wentworth District School Board; Anne Tyrrell, Social and Public Health Services Department and Daina Mueller, Social and Public Health Services Department.

Developed as a companion to the Healthy Growth and Development Curriculum the Parent Handbook is based on information attained through focus groups and current research. Focus groups were conducted with Hamilton parents to determine their opinions on sexual health education. When asked what would help them in their role as primary sexual health educators of their children, parents requested that they be advised in advance about the curriculum. Parents also wanted assistance with how to start conversations with their children, appropriate topics to discuss and where to find information. The Handbook is grade specific and sufficient copies are available for all students in grades 5 – 8.

The Sexual Health Network endorses the Healthy Growth and Development Parent Handbook and hopes that it will be distributed with the information letter and organizer at the onset of the Healthy Growth and Development Curriculum.

I would be pleased to speak with you if you have any questions.

Sincerely,

Daina Mueller
Manager,
City of Hamilton Social and Public Health Services Department

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Opening Reading/Prayer/O`Canada
3. Public Question Period
4. Approval of Minutes – March 25, 2002
5. Business Arising from Minutes
6. Approval of Agenda

URBAN MUNICIPAL

APR 25 2002

GOVERNMENT DOCUMENTS

J. Bishop

RECOGNITION:

Delta Secondary School Boys' Hockey Team – City Champions
Highview Middle School, Hamilton Health Sciences Foundation 2002 Cornerstone Award
Oral Communications winners – Brittany Eckart and Josh Brown
Recognition of Leadership 2 Candidates

ACTION ITEMS:

7. Reports of the Committee of the Whole R. Woodworth
 - (a) Dated April 8, 2002
 - (b) Dated April 15, 2002
8. Notice of Motion re purchase of site in Waterdown R. Woodworth
9. Notice of Motion re Day of Mourning W. Marston
10. Trip to Edmonton District School Board R. Woodworth
11. East Mountain School Closure Committee *[to be distributed at the meeting]* D. Grant
12. Board's Rules of Order R. Woodworth
13. School Trips
14. Chairs' Reports J. Bishop/R. Woodworth
15. O.P.S.B.A. Report
16. Notices of Motion

CORRESPONDENCE:

17. Resolution from Waterloo Region DSB re returning environmental education to the curriculum (CTW)
18. Response from Minister of Finance, Paul Martin, re GST (receive and file)
19. Minister of Finance, James Flaherty, re appreciation for consultation (receive and file)

DISTRIBUTION

20. OPSBA Fast Report, dated April 15, 2002
21. Public Questions of Clarification

Future Meetings:

PUBLIC MEETING

Committee of the Whole

Committee of the Whole

Board

Special Education Advisory Committee

Thursday, April 25, 2002

Monday, May 6, 2002

Monday, May 13, 2002

Monday, May 27, 2002

Wednesday, May 29, 2002

7:00 p.m.

6:30 p.m.

6:30 p.m.

6:30 p.m.

7:00 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on March 25, 2002.

Those present:

Judith Bishop, Chair

Robert Barlow

Wes Hicks

Eleanor Johnstone

Wayne Marston

Ray Mulholland

Lillian Orban

Laura Peddle

Ian Thompson

Bruce Wallace

Reg Woodworth, Vice-Chair

Graham Hillgren, Student Trustee

In attendance:

Merv Matier, Director of Education and Secretary

Ken Bain, Superintendent of Education

Marguerite Botting, Superintendent of Instructional Services

Nora Campbell, Superintendent of Education

Don Grant, Superintendent of Finance and Treasurer

Wayne Joudrie, Superintendent of Education

Chuck Reid, Superintendent of Education

Jim Wibberley, Superintendent of Education

The Chair called the meeting to order to 6:45 p.m. and welcomed the students from Pleasant Prayer from the British House of Commons British from 1578.

2. Public Question Period

Nil.

3. Approval of Minutes

RESOLUTION #02-52: It was moved by B. Wallace, seconded by W. Marston: That the minutes of the February 25 and February 27, 2002 meetings be approved as distributed.

CARRIED UNANIMOUSLY.

4. Business Arising from the Minutes

Nil.

5. Approval of Agenda

Added

Correspondence

- Greater Essex County DSB re double cohort concerns
- Greater Essex County DSB re staffing/salary concerns
- Request for report – Four-man painting team

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Nora Campbell, Superintendent of Education

Don Grant, Superintendent of Finance and Treasurer

Wayne Joudrie, Superintendent of Education

Chuck Reid, Superintendent of Education

Jim Wibberley, Superintendent of Education

The Chair called the meeting to order to 6:45 p.m. and welcomed the students from Pleasant Prayer from the British House of Commons British from 1578.

2. Public Question Period

Nil.

3. Approval of Minutes

RESOLUTION #02-52: It was moved by B. Wallace, seconded by W. Marston: That the minutes of the February 25 and February 27, 2002 meetings be approved as distributed.

CARRIED UNANIMOUSLY.

4. Business Arising from the Minutes

Nil.

5. Approval of Agenda

Added

Correspondence

- Greater Essex County DSB re double cohort concerns
- Greater Essex County DSB re staffing/salary concerns
- Request for report – Four-man painting team

RESOLUTION #02-53: It was moved by B. Wallace, seconded by W. Marston: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.

Recognition:

The Chair presented an Outstanding Achievement Award to the Principal, teacher and students of the Spencer Valley School Board in recognition of their Gold medal award at the Georgian Bay Regional Musicfest.

6. Report of the Committee of the Whole

RESOLUTION #02-54: It was moved by L. Orban, seconded by E. Johnstone: That the Report of the Committee of the Whole dated March 18, 2002 be adopted as follows:

DELEGATION

1. J. Brennan, Chair, Pleasant Valley School Council re Reduction to Secretarial Time

It was moved by E. Johnstone, seconded by W. Marston: That the delegation presentation regarding Reduction to Secretarial Time be referred to the administration for review and comment.

I ACTION ITEMS

Program

2. Alternative Diploma Proposal

It was moved by R. Barlow, seconded by J. Bishop:

- (a) That The Hamilton-Wentworth District School Board support the continued consultation and work being done toward the implementation of the District School Board Diploma for Employment and the District School Board Graduation Certificate including the Literacy Portfolio, Skills Passport or Skills Tool Kit, and Experiential Learning components as an opportunity additional to the OSSD (Ontario Secondary School Diploma) for those students desiring such additional options.
- (b) That The Hamilton-Wentworth District School Board join with other school boards to petition the Ministry of Education to incorporate this proposal into provincial policy as a means of addressing the needs of a significant portion of our student population.

3. Occupational Health and Safety Policy

It was moved by W. Marston, seconded by E. Johnstone: That the Occupational Health and Safety Policy be approved as recommended by the Joint Advisory Committee and Executive Council.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to provide and maintain a safe and healthy work environment for all employees and to establish programs to prevent injury and occupational diseases.

13. The Hamilton-Wentworth District School Board Foundation Audited Financial Statements – August 31, 2001

The audited financial statements for The Hamilton-Wentworth District School Board Foundation for the fiscal year ended August 31, 2001 were presented. These statements have been audited by the external auditor appointed by the Foundation, KPMG LLP, Chartered Accountants.

CARRIED UNANIMOUSLY.

7. Board Job Description

RESOLUTION #02-55: It was moved by B. Wallace, seconded by L. Peddle: That the Board adopt the following *Board Job Description*:

1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to the Community

- 2.1 Make decisions that reflect community values and the interests of the entire community.
- 2.2 Establish processes and provide opportunities for community input and engagement.
- 2.3 Annual report to the community.
- 2.4 Develop procedures for appeals.
- 2.5 Model a culture of respect and integrity.
- 2.6 Communicate the corporate vision when the opportunity presents.

3. Strategic Direction

- 3.1 Provide overall direction for the district by establishing mission, vision, strategic directions and key results and measures.
- 3.2 Annually approve Strategic Plan process and timelines.
- 3.3 Identify corporate Board priorities at the outset of the annual strategic planning process.
- 3.4 Annually approve business plan for submission to the Provincial Government by the due date.
- 3.5 Approval annual report for distribution to the public.
- 3.6 Annually approve the budget (driven by Strategic Plan).
- 3.7 Annually evaluate the effectiveness of the district in achieving established goals and desired results.
- 3.8 Monitor progress towards and evaluate the achievement and goals of the Strategic Plan.

4. Policy

- 4.1 Approve and identify areas where school policies are inadequate and identify the preferred future state.
- 4.2 Approve policy statements that identifies --- and meets criteria identified by the Board.
- 4.3 Monitor policy impact to determine if policy has created the desired change.
- 4.4 Evaluate the Board's effectiveness in acting in accordance with these policies.
- 4.5 Determine policies that outline how the Board is to function.
- 4.6 Delegate authority to the CEO and define commensurate responsibilities.

5. CEO/Board Relations

- 5.1 Select the CEO
- 5.2 Provide the CEO with clear corporate direction

- 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 5.4 Annually evaluate the CEO in regard to the CEO job description and additional Board direction (e.g. hold the CEO accountable for achievements of Strategic Plan) and review compensation.

6. Political/Advocacy

- 6.1 Support the advocacy direction of OPSBA and CSBA.
- 6.1 Develop a yearly plan for advocacy. Consider the focus for such advocacy, key messages and advocacy mechanisms.

7. Board Development

- 7.1 Annually evaluate Board effectiveness
- 7.2 Develop a yearly plan for trustee self-development. Consider increasing knowledge of:
 - 7.2.1 Role
 - 7.2.2 Processes
 - 7.2.3 Issues
- 7.3 Consider OPSBA and CSBA resources
- 7.4 Time activate the plan

8. Fiscal

- 8.1 Determine basis for annual resource allocations
- 8.2 Approve budget annually and ensure resources are allocated to achieve desired results.
- 8.3 Receive audit report and ensure quality indicators are met.
- 8.4 Monitor fiscal management of the district.
- 8.5 Communicate Resource Allocation to the community.
- 8.6 Solicit advice (from the CEO and OPSBA) then set the mandates for negotiation.

CARRIED. 10 in favour, 1 abstention.

8. Report of the Joint Advisory Committee

RESOLUTION #02-56: It was moved by L. Orban, seconded by W. Marston: That the Report of the Joint Advisory Committee dated March 12, 2002 be approved:

1. Joint Advisory Committee – Terms of Reference

It was moved by A. Misiti: That the Joint Advisory Committee – revised Terms of Reference be accepted.

CARRIED UNANIMOUSLY.

9. School Trips

E. Johnstone asked the Director to comment on out of country school trips.

M. Matier noted the decision earlier in the school year to ban out of country trips during this school year. There are, however, out of country school trips planned for 2003 and the assumption is that by that time the Board will feel comfortable with trips resuming overseas. However, in order to plan, the trips require approval at this time. He added that Superintendent Wibberley is in the process of reviewing the transportation policy and will be bringing recommendations in the near future.

B. Wallace noted he had some concerns at this time but would support approval provided the parents are advised that the trips could be cancelled.

RESOLUTION #02-57: It was moved by B. Wallace, seconded by L. Orban: That the following trip requests be approved:

- a) Ancaster High School, Grade 12, Outdoor Education trip to Algonquin Park (Dwight – Smoke Lake), Ontario May 8-11, 2002; inclusive.
- b) Ancaster High School, Grades 9-OAC, Educational trip to Egypt on March 7-18, 2003, inclusive.
- c) Parkside High School, Grade 12, Outdoor Education trip to Algonquin Park in Huntsville, Ontario on May 22-24, 2002, inclusive.
- d) Westdale Secondary School, Grade 10-OAC, History trip to Eastern Europe on March 6-18, 2003, inclusive.

E. Johnstone stated she could not support the motion without seeing what changes to the policy are pending.

To the motion, CARRIED. 9 in favour, 2 opposed.

10. Student Trustee Report

G. Hillgren reported that for the scholarship awards, 5 semi-finalists were from our Board in the top 72 students out of 900 nominees. The 72 were narrowed to the top 12 and there was one student from our Board – Nicholas Beaver at Waterdown District High School.

11. Chairs Report

The following activities were highlighted from the Ward trustees:

- Deb Ashworth, music teacher at Spencer Valley school (principal Barb Francis), received an outstanding Achievement Award for her leadership of the Spencer Valley Concert Band. It achieved gold at the Georgian Bay Regional Musicfest.
- Ryerson (principal Doug Johnson) received a grant through the Clark Foundation to do a project entitled " Working Family- Treasures". It involved Grade 8 students researching their past and sharing their cultural heritage in an exhibition at the Workers Cultural Heritage Centre. OnTV was present for the opening. Cable 14 ran a story on the exhibit.
- Congratulations to student Caroline Whiting from Westdale (principal Margaret Bowman) who was accepted to Harvard University and has also been invited to audition at New York's Juilliard School of Music.
- Westdale's Students for Political Action organized a day-long celebration for International Women's Day. The theme was the diversity of women in society and the four sessions featured Women & Justice, Women in Politics, Women in the Home and Women and Academia
- Dalewood students (principal Katherine Yantzi) performed a play directed by Paul Reble called the Pied Piper of Hamelin
- Sir Allan MacNab (principal Sharon Stephanian) staged a play in February, "The Melville Boys", by Norm Foster.
- Parkside's Robotics team (principal Bud Fisher) competed in the Canada FIRST Robotic Games, Feb. 28 – Mar 2.
- Dundas Central (principal David Hazell) staged a celebrity readers event.
- Beverly Central students (principal Joanne Weeks) collected 55 towels and more than 460 toiletry items in its recent Give from the Heart campaign. These will be donated to the Salvation Army's Booth Centre – a homeless shelter for men.

- Congratulations to all the Waterdown community schools who participated in the Heart and Stroke Foundation's 20th Anniversary of Jump Rope for Heart. Guy Brown School (principal Kevin Heer) has been a participant in this event in all but one year. Mary Hopkins (principal Marg Schneider) in its seventh year of participation raised the highest amount of any school in the Hamilton-Wentworth region in 2001.
 - Congratulations to Nick Beaver of Waterdown District High (principal John Deven) for being among the 72 semi-finalists from 900 entrants in the Wendy's Classic Achieve Scholarship program
 - Some schools are especially welcoming to teachers. The Elementary Occasional Teachers recognized the following schools for this, Lake Avenue, Hess Street, Queen's Rangers, Burkholder Drive and Dalewood with Robert Land (principal Rob Russ) the overall winner. Thank you Robert Land! They also recognized their members: the Exceptional Occasional teacher Award went to Karen Price, the Community Service to Ralph Edwards, recognizing his work with the Heart and Stroke Foundation, and Service to the Local went to Marian Rutter. Congratulations to all.
 - Congratulations to the Hamilton-Wentworth String program co-ordinated by Russ Weil, which held their annual Festival of Strings at Hamilton Place on Tuesday, March 5th. A total of 576 violinists, violists, cellists and bassists performed from Hamilton schools. This now includes students from county schools. Hugh Fraser of the Spectator stated they sounded wonderful gliding through their repertoire.
- Community partners:
- District high schools recently sent graduation organizers to attend the annual "Party in the Right Spirit" event, a workshop jointly sponsored by the Hamilton Social & Public Health Dept, Trauma Prevention Council, Hamilton Police Service and OPP. The half-day workshop covered a variety of topics to assist schools in planning graduation dances.
 - Churchill Secondary was the location of the YWCA Totally Awesome Young Women's Breakfast to mark Internal Women's Day. Now in its eighth year, the event aims to inspire young female leaders by exposing them to high achieving female speakers

SPORTS

- Congratulations to Dundas District School and their athletes who won 21 of a possible 40 medals at the recent Spectator Indoor Games. Of the 44 schools participating, Dundas District placed first, winning the trophy and \$400.00.

Winners in the following sports:

BOYS BASKETBALL

SR Div 1 Westdale; SR Div 2 Orchard Park; JR Hill Park

Congratulations to Westdale Warriors who were victorious in the SOSSA AA boys' basketball semi-final at Saltfleet High School.

Congratulations to Highland senior boys basketball team who competed in their first OFSAA AAA. The Hawks won a silver medal at this level

GIRLS VOLLEYBALL

SR Westdale; JR Parkside

Congratulations to the Westdale senior girls' volleyball and basketball teams who are the City and the SOSSA champions. Waterdown Girls Sr. Volleyball made it to the consolation round at OFSAA.

BOYS WATERPOLO

SR Ancaster Royals; JR Orchard Park

BOYS HOCKEY

SR Delta; JR Barton

GIRLS HOCKEY

SR Ancaster

Congratulations to the Orchard Park Lady Patriot hockey team who placed second in the York University Cardinal Carter tournament recently.

B. Wallace expressed appreciation for hearing about the good things that are happening our schools.

12. Director's Report

M. Matier reported that Dev Tyagi and John Laverty, the newly-appointed senior officials, would be starting in the near future. The posting for the Executive Officer, Human Resources, has concluded and interviews will occur early in April.

13. O.P.S.B.A. Report

Nil

14. Notice of Motion

R. Woodworth gave notice that he will move or cause to be moved, at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

That the Board immediately pursue the possible purchase of a site of about 15 acres in the Waterdown area that would accommodate a secondary and elementary school to be built in the future

W. Marston gave notice that he will move or cause to be moved, at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

That, as a mark of respect, The Hamilton-Wentworth District School Board direct all Board flags be lowered to half mast each year on April 28, the Day of Mourning for Workers Killed or Injured on the Job

15. Four-man painting team

R. Mulholland referenced the approval last year for utilizing up to four CUPE members as in-house painters. In requesting a review of the pilot project, he suggested that if this direction were not going to be extended, then the four employees would have to be placed back into their former positions.

RESOLUTION #02-58: It was moved by R. Mulholland, seconded by B. Wallace: That the officials bring a report on the pilot project of utilizing up to four CUPE employees as in-house painters.

CARRIED UNANIMOUSLY.

16. CORRESPONDENCE

RESOLUTION #02-59: It was moved by B. Wallace, seconded by R. Woodworth: That letters from the Limestone District School Board and the Peel District School Board be received for information and that the Board send a letter to the federal government regarding the proposed GST Amendment.

Speaking in support of the motion, trustees asked that copies of the letter to send to the local Members of Parliament.

To the motion, CARRIED UNANIMOUSLY.

RESOLUTION #02-60: It was moved by B. Wallace, seconded by L. Orban: That the following correspondence be referred to the Committee of the Whole:

- Trillium Lakelands DSB re increased ISA funding
- Peel DSB re the Quality in the Classroom Act

CARRIED

RESOLUTION #02-61: It was moved by R. Woodworth, seconded by L. Orban: That the following correspondence be referred to the Presidents' Council:

- Ontario Student Trustees' Association re Student Senates across the province

CARRIED

RESOLUTION #02-62: It was moved by E. Johnstone, seconded by R. Woodworth: That Andie Scriven be appointed the representative of The Learning Disabilities Association of Hamilton-Wentworth to the Special Education Advisory Committee.

CARRIED UNANIMOUSLY.

RESOLUTION #02-63: It was moved by B. Wallace, seconded by L. Orban: That the following letters regarding secretarial staffing in schools be referred to administration:

- Grange-Maple Lane Parent Council
- C. Starrs – Fernwood Park School

RESOLUTION #02-64: It was moved by E. Johnstone, seconded by B. Wallace: That the following correspondence be received for information:

- Resolution from the Halton DSB re invoice for costs of two special education tribunals
- Ancaster High School Council re double cohorts
- OPSBA results of survey on Provision of Basic School Supplies
- Ancaster Community Food Drive – appreciation for Board support
- Ministry of Education re correspondence dated February 25, 2002

RESOLUTION #02-65: It was moved by B. Wallace, seconded by L. Orban: That the following correspondence be referred to the Committee of the Whole:

- Greater Essex County DSB re double cohort concerns

CARRIED.

RESOLUTION #02-66: It was moved by L. Orban, seconded by B. Wallace: That the following correspondence be referred to the Committee of the Whole:

- Greater Essex County DSB re staffing/salary concerns

CARRIED.

M. Matier responded to a question that correspondence addressed to the Secretary of the Board is presented to the Board at its monthly meetings.

17. Distribution

Nil.

18. Public Questions for clarification

Nil.

The meeting recessed for an in-camera session and reconvened at 7:30 p.m.

19. In-camera Session Report

RESOLUTION #02-67: It was moved by, seconded by: That the Report of the Board in-camera sessions be adopted as follows:

C.-1 Reports of the In-camera Committee of the Whole Meetings

It was moved by R. Woodworth, seconded by W. Marston: That the Reports of the In-camera Sessions of the Committee of the Whole dated March 18 and March 25, 2002 be adopted:

March 18, 2002

(a) Motion as adopted.

March 25, 20021. Pay Equity Plan for OPEIU Bargaining Unit

It was moved by E. Johnstone, seconded by J. Bishop: That the Pay Equity Plan dated March 19, 2002 of the Office and Professional Employees' International Unit, Local 527, of The Hamilton-Wentworth District School Board be approved.

CARRIED.

The meeting then adjourned at 8:10 p.m.

A C T I O N I T E M S

REGULAR BOARD
April 21, 2002

7(a)

REPORT OF THE COMMITTEE OF THE WHOLE
APRIL 8, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated April 8, 2002 be adopted.

DELEGATION

1. Lloyd George School Council re Reduction to Secretarial Time

It was moved by I. Thompson, seconded by E. Johnstone: That the delegation presentation regarding Reduction to Secretarial Time be referred to the administration for review and comment.

I ACTION ITEMS

Program

2. 2002/2003 School Year Calendar

It was moved by B. Wallace, seconded by E. Johnstone:

(a) That the proposed 2002/2003 School Year Calendar for Elementary Schools in The Hamilton-Wentworth District School Board be approved. (Appendix A).

(b) That the proposed 2002/2003 School Year Calendar for Secondary Schools in The Hamilton-Wentworth District School Board be approved. (Appendix B).

Resource Allocation

3. School Renewal Deficit

It was moved by L. Orban, seconded by J. Bishop: That the combined 1.2 million deficit in the Barton and Westdale School Renewal projects be funded from the 2002/2003 School Renewal budget and funded in 2001/2002 on a temporary basis from working reserves.

4. Trillium Lakelands DSB re increased ISA funding

It was moved by J. Bishop, seconded by W. Marston: That The Hamilton-Wentworth District School Board write a letter of support of the present ISA process.

5. Correspondence from Peel DSB re The Quality in the Classroom Act

It was moved by J. Bishop, seconded by L. Peddle: That The Hamilton-Wentworth District School Board write a letter in support of the concerns of the Peel DSB re The Quality in the Classroom Act.

6. Correspondence from Greater Essex County DSB re double cohort concerns

It was moved by J. Bishop, seconded by B. Wallace: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the concerns of the Greater Essex County DSB re the double cohort.

7. Correspondence from Greater Essex County DSB re staffing/salary concerns

It was moved by J. Bishop, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the Greater Essex County DSB re staffing/salary concerns.

Relationships**8. Quarter Century Recognition**

It was moved by L. Orban, seconded by W. Marston: That the policy for *Quarter Century Service Recognition* be approved as presented.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth Region.

Communication**9. Question regarding surveys**

It was moved by L. Orban, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board establish a protocol regarding projects, pilots and system surveys. Criteria may include: purpose, benefits, financial implications for staff time and material costs and parental consent form.

Governance**10. Request for Liquor License – Dr. J. Edgar Davey Fundraiser**

It was moved by J. Bishop, seconded by W. Marston: That The Hamilton-Wentworth District School Board approve the request from Dr. J. Edgar Davey Elementary School and the Y.M.C.A. to acquire a liquor license for their fundraiser June 1, 2002 for the 2002 Partners with Youth Campaign.

II MONITORING ITEMS

The following reports were presented:

Program**11. Grade 8 to 9 Destinations Summary 2001**

The grade 8 to 9 Destinations Summary for June 2001 as presented.

Human Resources**12. Staffing Report – Full-Time Equivalent Positions**

The number of full-time equivalent positions in place for the Board as of March 31, 2002 is consistent with the number anticipated.

Resource Allocation**13. 2001/2002 Financial Report – 2002 02 28**

Budget to actual trends that have been identified to date are outlined on page two of the report.

REPORT OF THE COMMITTEE OF THE WHOLE
APRIL 15, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated April 15, 2002 be adopted.

DELEGATION

1. Settlement and Integration Services Organization (SISO) re Immigrant and Refugee Students

It was moved by B. Wallace, seconded by E. Johnstone: That the delegation presentation regarding Immigrant and Refugee Students be referred to the administration for review and that a report be brought back by June 2002.

2. Norwood Park School Council re French Immersion Review

It was moved by E. Johnstone, seconded by W. Marston: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

3. Hamilton-Wentworth Home and School Council re French Immersion Review

It was moved by J. Bishop, seconded by W. Marston: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

4. Canadian Parents for French re French Immersion Review

It was moved by W. Marston, seconded by J. Bishop: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

I ACTION ITEMS

Program

5. French Immersion Review

(a) Sherwood School

It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board phase out the French Immersion program at Sherwood Secondary School starting in September 2002 and approve transportation for the current Grade 9 French Immersion students to the French Immersion program at Westdale Secondary School to allow those students to complete the requirements of the French Immersion Certificate (10 courses in French Immersion) provided they remain within the French Immersion program.

(b) Sanford Avenue School

It was moved by J. Bishop, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board close the french Immersion program at Sanford Avenue Elementary School as of June 2002 and approve transportation for the current Grade 2, 3 and 4 French Immersion students to the Board-designated alternate French Immersion site until they have completed Grade 5, provided they remain within the French Immersion program.

Human Resources**6. Educational Assistant Staffing – 2002/2003**

It was moved by E. Johnstone, seconded by W. Marston:

- (a) That the Board approve the Educational Assistant Allocation Committee for Special Education allocate 400 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.
- (b) That the Board approve the Learning Opportunity Allocation Committee allocate 22 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.

Resource Allocation**7. Problems with Funding**

It was moved by L. Orban, seconded by I. Thompson: That the report "*Problems with Funding of The Hamilton-Wentworth District School Board*" be approved and that a letter, along with a copy of the report, be sent to Premier-Elect Ernie Eves, the Minister of Education and Minister of Finance requesting that the benchmarks in the funding formula be updated to reflect 2002 figures.

II MONITORING ITEMS

The following reports were presented:

Program**8. Year 2 Student Transitional Education Program (S.T.E.P.)**

A report on Year 2 Implementation of S.T.E.P. (Grade 8 to 9 Summer School) was presented.

9. Parent Brochures related to the Growing and Development Curriculum Support Package

Parent brochures have been developed by Public Health under the direction of the Sexual Health Network to be distributed to parents of Grade 5 to 8 students who are being instructed in the Growth and Development section of the Healthy Living strand of the Health and Physical Education Ontario Curriculum.

The following motion was considered at the April 15, 2002 Committee of the Whole meeting and was LOST:

I. ACTION ITEMS:**Program****5. French Immersion Review**

It was moved by W. Hicks: That the mode of transportation for the current Grade 9 Sherwood School French Immersion students to the French Immersion program at Westdale School be via bus pass.

#8

NOTICE OF MOTION – R. WOODWORTH

Madam Chair:

I hereby give notice that I will move or cause to be moved, at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

That the Board immediately pursue the possible purchase of a site of about 15 acres in the Waterdown area that would accommodate a secondary and elementary school to be built in the future

Submitted by Trustee Woodworth on March 25, 2002

9

NOTICE OF MOTION – W. MARSTON

Madam Chair:

I hereby give notice that I will move or cause to be moved, at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

That, as a mark of respect, The Hamilton-Wentworth District School Board direct all Board flags be lowered to half mast each year on April 28, the Day of Mourning for Workers Killed or Injured on the Job

Submitted by Trustee Marston on March 25, 2002

#10

It was moved by _____, seconded by

_____:

That Trustee _____

and Trustee _____

accompany a delegation of representatives from the Board to the Edmonton
District School Board.

MEMORANDUM

To: Merv Matier, Director of Education & Secretary

From: Chuck Reid, Superintendent of Education

Date: Monday, April 15, 2002

Re: Information Item – Trip to Edmonton District School Board

Request for Action:

Senior administration is requesting the Chair of the Hamilton-Wentworth District School Board and one other trustee, as selected by the Board, to accompany a delegation of representatives from the Board to Edmonton, Alberta.

1.0 Information Item:

- 1.1. On May 15, 16 and 17, 2002 the Hamilton-Wentworth District School Board will be sending a delegation to Edmonton District School Board, located in Alberta, Canada. This delegation will be composed of the following representatives:
 - 1.1.1. Two trustees of the Hamilton-Wentworth District School Board
 - 1.1.2. Two parent representatives, one representing Home and School, one representing School Councils
 - 1.1.3. Two principals from the system, one representing secondary schools, one representing elementary schools
 - 1.1.4. Two teachers, one from the Ontario Secondary School Teachers' Federation, one representing Elementary Teachers' Local
 - 1.1.5. Two senior administrative representatives: one representative will be the Director of Education; accompanying him will be a Superintendent of Education
- 1.2. This will be a fact-finding trip. Its purpose will be to gather information concerning the Alternative Program model currently being employed by the Edmonton District School Board. The itinerary for the trip will include:
 - 1.2.1. A group session with senior officials of the Edmonton Board who will provide an overview of alternative programming in their district.
 - 1.2.2. An opportunity will be provided for like stakeholder groups to discuss the issues of alternative programming from their respective interests.
 - 1.2.3. The visiting delegation will be divided into three groups; each group will visit two different alternative programs offered in the school district.
 - 1.2.4. The visit will conclude with a full group debriefing session.
- 1.3. The Hamilton Wentworth District School Board will receive a report concerning the visit. This report will include the observations of the trip and suggested recommendations.
- 1.4. The cost of the trip will be covered under current funds available in the administration conference funds.

2.0 Background Information:

- 2.1 Edmonton District School Board has been experiencing increased growth over the past few years. This growth has taken place despite the fact the city is demographically in a no-growth situation. As well, the city is located in a province, which supports the operation of Charter Schools. Currently, there are no Charter Schools within the boundaries of the Edmonton District School Board. As well, this western District School Board does not support a Voucher System for school choice. The Edmonton Board believes one of the reasons they have been able to sustain growth in their District is due to the success of their Alternative Program initiatives.
- 2.2 The Alternative Programs supported by the Edmonton District School Board do have some governing boundaries. The provincial curriculum must be implemented and common provincial assessments must be applied to all students, regardless of the program in which they participate. Equity of funding must exist between programs, and the Board's policies and procedures must be respected and implemented. As well, all programs in the District must adhere to local and provincial collective agreements.
- 2.3 Presently there are 25 private schools in the Hamilton-Wentworth area, over and above the 57 schools within The Hamilton-Wentworth Catholic District Board. Enrolment at these schools is growing. A number of these schools have waiting lists.
- 2.4 The Hamilton Wentworth District School Board serves approximately 59% of the area students eligible to attend its schools. With the introduction of the Ontario Education tax credit, it is expected private schools will have increased ability to grow. It is anticipated this will affect the number of students who are currently attending the Hamilton-Wentworth District School Board.
- 2.5 The community we serve is becoming more diverse, and the need to consider a greater variety of educational programs to address these diverse needs is becoming ever present.
- 2.6 Two community groups, requesting consideration for the creation of alternative programs to meet their unique needs, have approached the Hamilton-Wentworth District School Board.
- 2.7 Alternative Education programs are not unique to Ontario. Since the late 1960's, the Toronto District School Board, The Thames Valley District School Board and the Ottawa-Carlton District School Board have had programs which have been developed to respond to local community requests.
- 2.8 To assist in processing community requests for the establishment of Alternative Programs, The Hamilton-Wentworth District School Board approved a "Decision-Making Protocol for Alternative Education Programs".

3.0 Additional Information

- 3.1 Although the Hamilton-Wentworth District School Board is only considering two requests from the community for alternative programming at this present time, there is a potential for such requests to become more frequent.

- 3.2 *'The Decision-Making Protocol for Alternative Education Programs'* will assist the Board in determining how it will rule on each case, but this ruling is in the absence of a Board vision and supporting belief statements concerning alternative programs. It is also a decision that should be aligned with the Boards' *Commitment to Community* and the *Strategic Directions*. The Board needs to gather information to fill this decision-making gap.
- 3.3 The purpose of viewing the alternative programs and supporting structures, which take place in the Edmonton School District, is not to suggest to the Hamilton-Wentworth District School Board that a duplication of what is taking place in Edmonton should be adopted. Rather, the purpose of the trip is to determine what are the best practices employed by the Edmonton District School Board, which can be used to support the development of unique practices in Hamilton-Wentworth.
- 3.4 There is research concerning the development and implementation of schools of choice. In May 2001, *'The School Administrator'*, a monthly magazine for North America school system leaders wrote of the success of the Edmonton School Board. Edmonton is also highlighted in the most recent addition of the Association of Supervision and Curriculum Development, April 2002 professional magazine, *'Educational Leadership.'* In both cases the balance between ensuring equity and respecting local communities against the current drive for 'educational choice' is recognized as an educational challenge.
- 3.5 The protecting of status quo is no longer an option for educators during this time of rapid cultural, societal and economic change. The question is not so much whether change is needed but how do we address the needs of rapid change and diverse communities without compromising the greater good of educational equity. James Bean (2002) in one of the articles in the April 2002 edition of *'Educational Leadership'*, states *'as free market economies are glorified and public services privatized, the meaning of democracy is evolving almost exclusively as matter of personal choice and self-interest, and the complementary notion of a public or common good is disappearing. A vibrant, just and ethical democracy involves the interests of individuals and those of the common good.'* Our challenge in Hamilton-Wentworth is finding this balance.

#12

It is moved by _____, seconded by _____
that the Board's Rules of Order, dated April 22, 2002, be approved as presented:

RULES OF ORDER

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

April 22, 2002

PROCEEDINGS AT THE FIRST MEETING OF THE BOARD

1. The first meeting of the Board for each year shall be held in the Board Room on the first Monday in December at 6:30 p.m. unless otherwise ordered by the previous Board.
2. (a) Every member elected or appointed to fill a vacancy on the Board shall, on or before the day fixed for holding the first meeting of the Board after his/her election or appointment, make a declaration and oath of allegiance in the form and in the manner provided by Section 209, Education Act, and the required declaration shall be filed with the Secretary of the Board within eight days after the making thereof.

(b) At the appointed time the Secretary shall call the meeting to order and proceed to read the returns of election to the Board as certified by the Clerks of the municipalities, whereupon the elected members shall take their places.

ADMINISTRATIVE REGULATIONS

Board meetings are to be held on the fourth Monday of each month, except July and August.

Special meetings of the Board or the Committee of the Whole may be called at the discretion of the Chair or Vice-Chair to consider matters requiring immediate action.

A special meeting shall be convened when requested by a written requisition signed by four members of the Board. The notice calling such a meeting shall indicate the business to be dealt with.

Open Sessions of the Board meetings will commence at 6:30 p.m., followed by an In-camera Session if required.

COMMITTEE OF THE WHOLE BOARD IN-CAMERA SESSIONS

The following matters shall not be raised in open meetings of the Board, but shall be dealt with in a meeting of the Committee of the Whole Board In-Camera:

1.
 - (a) the liability of the Board involving legal implications;
 - (b) personnel matters involving efficiency, discipline, appointments, termination or retirement of employees and medical reports;
 - (c) negotiations for the purchase, lease or other acquisition of property;
 - (d) negotiations of salary and wage schedules of employees;
 - (e) expulsion, exclusion of pupils and re-admission of such pupils;
 - (f) indigent pupils.
2. Committee of the Whole Board In-Camera sessions shall include, in addition to the trustees, the Director, the Superintendents, the Recording Secretary and others by invitation of the Board.
3. All rules of the Board shall be observed at Committee of the Whole Board In-Camera meetings.
4. During an In-Camera session, a member may move that the Board rise and report progress and this question shall be decided without debate.

ELECTION PROCEDURES

1. The election of Chair and Vice-Chair will be conducted at the first meeting in December each year in accordance with the Education Act unless otherwise ordered by the previous Board.
2. The Secretary of the Board shall conduct the election and will assume the Chair.
3. The Secretary or designate will act as a scrutineer and each candidate will be allowed to select a trustee to act as a scrutineer.
4. All trustees are eligible for the offices of Chair and Vice-Chair
5. The Secretary will call for nominations for the position of Chair. Nominations need not be seconded.
6. After a reasonable time, the Secretary will call for a motion to close nominations. This motion will be seconded and must be carried by a simple majority.
7. An allotted time of five minutes shall be given to each nominee to present his/her reasons for seeking this position. No speeches shall be given on behalf of the nominee.
8. Voting shall be by written ballot and all trustees, including the nominees, shall vote.
9. A clear majority, being one vote more than one-half of members present and voting, shall be required to win. If no nominee receives this on the first ballot, the nominee receiving the lowest number of votes shall be dropped and a further ballot or ballots taken until a clear majority is received by one nominee who shall be declared the winner.
10. In the event of a tie vote, the two nominees will draw lots.
11. The Secretary shall announce the results to the members.
12. The newly-elected Chair will assume the Chair, replacing the Secretary of the Board, and conduct the election of the Vice-Chair and Committee Chairs. The same rules for voting are to apply.

RULES OF ORDER

1. At all meetings of the Board, regular, special, supplementary or extraordinary, and the Committee of the Whole Board In-Camera, the presence of a majority of all members of the Board in office and qualified to vote shall be necessary to form a quorum. A quorum being 50 per cent plus one.
2. Should there be no quorum present within fifteen (15) minutes after the time appointed for the meeting, the Secretary shall cause the names of those trustees present to be recorded and the Board shall forthwith stand adjourned until the next meeting.
3. When a quorum is no longer present in the Board Room, no business can be legally transacted.
4. When the Chair adjourns the Board for the want of a quorum, the time of adjournment and the names of the members present shall be recorded in the Minutes.
5. The Board shall not remain in session later than 10:00 p.m., unless otherwise determined by a positive vote of two-thirds majority of the members present.
6. All Supervisory Officers or designates are to attend all Board meetings.
7. Supervisory Officers are to attend the meetings of the Committee of the Whole when required to do so by the Director of the Board.
8. The Chair of the Board or in his/her absence, the Vice-Chair, shall preside at all the meetings of the Board. He/she shall call the meeting to order at the hour appointed and shall preserve order and decorum and decide upon all questions to order, and he/she shall cause the Secretary to record the names of the members present and absent, and those members sending regrets.
9. In the case of the absence of both the Chair and the Vice-Chair for five minutes after the hour appointed for the meeting, as soon as a quorum shall be present, the Board shall choose a Chair pro tempore.
10. The Chair pro tempore so chosen shall reside only until the Chair or Vice-Chair shall arrive and the immediate business at hand is completed.

RULES FOR MEETINGS OF THE BOARD

1. Any ruling that is not covered by Board policy shall be determined by the Chair using as a basis for determination either the past practice of the Board or Robert's Rules of Order
2. When the Chair is called upon to decide a point of order or practice, he/she shall before deciding, state the rule applicable to the case and may give reason for his/her decision.
3. The ruling of the Chair shall be final, subject only to an appeal by a member. The question, "Shall the Chair's ruling be sustained?" shall then be put by the Secretary, and decided without debate. The questioning member will have the opportunity to state his/her reason for challenging the ruling and the Chair will be given the opportunity to explain why he/she has ruled. To over-rule a decision by the Chair, it shall be necessary that a majority of the members present vote in favour of over-ruling the Chair.
4. Any member desiring to speak shall indicate by upraised hand and upon recognition by the Chair, who shall call the member by name, the member may then address the Board.
5. Every member shall confine comments to the question in debate and shall avoid all discourteous language and reference to personalities.
6. No member shall be interrupted while speaking except on a point of order or privilege involving a mistake, error or failure to comply with the rules of order. A member so interrupting shall speak to the point of order and privilege in explanation only and shall remain silent until the point of order or privilege has been decided by the Chair.
7. Every motion shall be seconded and shall be disposed of only by a vote unless the mover and the seconder agree to withdraw the motion.
8. Any member may request the motion under discussion to be read at any time in the course of debate, provided that a member speaking to the question is not interrupted.
9. A member may introduce a motion and after it is seconded may speak to it.
10. A motion put forth by a member that does not relate to: (i) an agenda item or (ii) the issues in debate, requires a Notice of Motion at a previous meeting of the Board or the Committee of the Whole Board In-Camera Session. A motion to waive this rule must be passed by a two-thirds majority of the members present.

11. After the introduction of a motion, which has been seconded and spoken to by the mover, the following time limitation shall be applied:
 - (a) main motion - 20-minute discussion
 - (b) amendment to main motion - 15-minute discussion
 - (c) amendment to amending motion - 10-minute discussion
 - (d) motion to refer main motion - 10-minute discussion
12. When the question under consideration contains distinct propositions, any particular proposition, upon the request of any member, may be considered and voted on separately.
13. The Chair may vote with the other members of the Board upon all motions, in compliance with Section 208 (12), The Education Act.
14. Any motion on which there is an equality of votes is lost.
15. All motions decided by the Board (except those In-Camera Sessions) shall have the number of votes for and against the motions and abstention recorded. No member of the Board shall have more than one vote on any question.
16. No member shall speak to a question under debate more than twice unless the Chair gives special permission.
17. A motion to adjourn shall be in order, except when a member is speaking or a vote is being taken or when a motion to call the question has been made. A motion to adjourn shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated.
18. No second motion to adjourn shall be made until some business is transacted after the first motion to adjourn has been defeated.
19. When a motion is under debate, the only motions in order shall be:
 - (i) to adjourn; decided without debate
 - (ii) to lay on the table; not debatable unless conditional
 - (iii) to call the question; decided without debate
 - (iv) to refer; debatable
 - (v) to amend; debatable
20. Once a question has been called, no member shall walk out of the Board Room.
21. A motion to call the question can be moved at any time provided that no member speaking is interrupted. A motion to call the question cannot be amended and cannot be moved or seconded by a member who has spoken to the question.
22. After a motion is made and seconded, a motion to amend may be made, and a motion to amend the amendment may be made. Amendments shall be put in reverse order to which they have been moved.
23. An amendment modifying the subject of a motion shall be in order, but an amendment relating to a different subject or, in the opinion of the Chair, changing the intent of the motion shall not be in order.

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24. Any member requesting a full standing recorded vote of all members by name must make this request prior to the Chair calling the vote. Members wishing to have their vote individually recorded by name may make this request before or after determination of the question.
 25. A motion to reconsider can be made at the same meeting in which the decision was made or at the next regularly scheduled Board Meeting. The mover will have the opportunity to state reasons requesting reconsideration. Debate will be restricted only to reasons for reconsideration.
 26. A reconsidering motion requires only a simple majority of members present. A motion to reconsider, once being made and decided in the negative, shall not again be entertained for a period of a Board year.
 27. A motion to rescind requires the affirmative vote of two-thirds of the members present, unless notice of motion to the proposal has been given at the proceeding meeting.
 28. A motion to rescind is not in order if the action that has already been taken cannot be reversed.
 29. No matter shall be entertained and considered by the Board until it has been referred to the Committee having proper cognizance of the same, and until such committee has reported thereon, unless with the approval of two-thirds of the members present.
 30. No member shall use offensive words in or against the Board or any member thereof.
 31. If the Chair desires to leave the Chair for the purpose of taking part in debate or for any other purpose, he/she shall call on the Vice-Chair, or in the Vice-Chair's absence, one of the members to fill his/her place until he/she resumes the Chair.

FUNCTIONS OF THE CHAIR

1. shall preside at all Board Meetings and Committee of the Whole In-Camera sessions;
2. shall sign the minutes passed by Board;
3. as presiding officer may discipline, expel or exclude from any meeting a person who has been guilty of improper conduct;
4. is a signing officer of the Board;
5. shall participate in establishing the agenda;
6. shall enforce the Rules of Order, when required;
7. shall lead the course of the discussion to arrive at a decision;
8. shall attempt to create an atmosphere in the Board to encourage courtesy, respect, openness to new ideas, and all of the other subtle but important attitudes which create the kind of atmosphere in which a Board can do effective work;
9. should extend hospitality not only to the members of the Board but to officials of the Board, the press and any delegations which may be present to watch proceedings;
10. shall encourage an interest in the whole school system;
11. shall aid in establishing good relations with the public which the Board serves;
12. shall confine himself/herself to statements of Board policies and whatever interpretation by them may be necessary to avoid, scrupulously, interjecting his/her own opinions into the statements as to what the Board may do about an issue in the future;
13. the Chair and not the Director, should always accept the responsibility on behalf of the Board in public controversies arising over Board policies;

FUNCTIONS OF THE VICE-CHAIR

1. in the absence of the Chair of the Board, the Vice-Chair shall be delegated to exercise the voting privileges and other privileges of the Chair in all matters;
2. in the absence of the Chair, the Vice-Chair shall act in his/her place;
3. shall be appointed Chair of the Committee of the Whole;

FUNCTIONS OF THE COMMITTEE OF THE WHOLE CHAIR

1. shall ensure that minutes are presented to the Committee in original draft form for their approval in conjunction with the Supervisory Officer attached to the committee;
2. as presiding officer, may discipline, expel or exclude from any committee meeting a person who has been guilty of improper conduct;
3. in the absence of the Chair, the members shall appoint a Chair Pro Tem to preside over the meeting;
4. in the absence of the Vice-Chair, the acting vice-chair shall preside over the Committee of the Whole meeting.
5. shall participate in establishing an agenda;
6. shall enforce the rules of order, when required;
7. shall lead the course of the discussion to arrive at a decision;
8. shall attempt to create an atmosphere in the committee to encourage courtesy, respect, openness to new ideas, and all the other subtle but important attitudes which create the kind of atmosphere in which a committee can do effective work;
9. should extend hospitality not only to the members of the committee but to officials of the Board, the press, any delegations which may be present, and any others who may be present to watch the proceedings;
10. shall encourage an interest in the whole school system;
11. shall aid in establishing good relations with the public which the Board serves;

RULES FOR COMMITTEE OF THE WHOLE MEETINGS

1. The Vice-Chair or his/her designate will chair all Committee of the Whole meetings.
2. The Committee of the Whole will use all Board rules with the exception of time limits (#11) and the restrictions of speaking only twice (#16)
3. The Committee of the Whole shall consider subjects referred to it by the Board and report, in writing, their recommendations to the Board as soon as possible.
4. Should there be no quorum present within fifteen minutes after the time appointed for the meeting, the names of those present will be recorded and the Committee stands adjourned until the next regular or special meeting of the Committee.
5. Special meetings of the Committee of the Whole shall be arranged by the Secretary or his/her designate at the request of the Chair or Vice-Chair of the Committee, the Chair of the Board or a request in writing of three Committee members.
6. In the absence, or until the arrival of the Vice-Chair, the Acting Vice-Chair shall preside and shall discharge the duties of the Vice-Chair.
7. The minutes of all Committee meetings shall be taken at each meeting and approved by a motion at the next meeting of the Committee by a majority of members.
8. A trustee seeking a report on any matter shall be required to make such request in the form of a motion.
9. That upon defeat of a motion to receive a Report for information a subsidiary motion giving direction on the issue shall be required.
10. If the Secretary or his/her representative shall be absent at the hour for opening a meeting and there is a quorum in attendance, the members present shall appoint a Secretary pro tem.
11. Supervisory Officers shall attend Committee meetings as required by the Director.

STANDING COMMITTEES

THE COMMITTEE OF THE WHOLE shall be a standing committee of the Board and shall report to the Board.

THE JOINT ADVISORY COMMITTEE shall be a special committee of the Board and shall report to the Board as appropriate.

THE SPECIAL EDUCATION ADVISORY COMMITTEE shall be a statutory committee of the Board and shall report to the Board as appropriate.

THE SUPERVISED ALTERNATIVE ADVISORY LEARNING COMMITTEE shall be a statutory committee of the Board and shall report as appropriate.

RULES FOR AD HOC COMMITTEES

The Board or the Committee of the Whole may appoint Ad Hoc Committees from time to time as deemed necessary under the following terms:

- (a) The terms of reference of the Ad Hoc Committee shall be properly and clearly delineated.
- (b) The time when the report is to be submitted shall be prescribed.
- (c) The number of trustees appointed to the Ad Hoc Committee shall be stated.
- (d) The Ad Hoc Committee shall be terminated upon presentation of the Committee's final report.
- (e) An Ad Hoc Committee may, at any time and within its mandate, invite membership/input from external groups or individuals.

**TERMS OF REFERENCE FOR
STATUTORY AND SPECIAL COMMITTEES**

SPECIAL EDUCATION ADVISORY COMMITTEE

JOINT ADVISORY COMMITTEE

TERMS OF REFERENCE - SPECIAL EDUCATION ADVISORY COMMITTEE

Ontario Regulation 464/97 made under the Education Act

NAME: The name of the committee shall be The Hamilton-Wentworth District School Board Special Education Advisory Committee.

MANDATE: The mandate of the Special Education Advisory Committee of the Board is to make recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services.

COMPOSITION:

The Special Education Advisory Committee shall consist of:

- a) one representative from no more than twelve local associations. Local association is defined as an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults;
- b) one alternate for each representative to sit at the table;
- c) three trustees appointed by the Board;
- d) up to eight additional members. Additional members are defined as members who represent an organization which furthers the interests and well-being of one or more groups of exceptional children or adults and who are neither representative of a local association or members of the Board or another committee of the Board.

The composition of the SEAC membership shall reflect the range of exceptionalities within the Hamilton-Wentworth District School Board.

Qualifications:

A member of SEAC must be a Canadian citizen, 18 years of age or older, a resident within the area of jurisdiction of the Board and a public school board elector.

A person is not qualified to be a member of SEAC if he/she is employed by the Board.

TERMS OF OFFICE:

The members of the Committee shall hold office during the period of time for which the Board of Trustees holds office.

The Board may fill vacancies for the remainder of the term of the vacancy.

Until the vacancy is filled, the alternate shall act in the member's place.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Each member is expected to:

1. respond to the needs of all exceptional students under the jurisdiction of the Board;
2. respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases;
3. acquire and maintain a working knowledge of the special education programs and services provided by the Board;
4. present to the Committee the interests, concerns and suggestions of the association which he/she represents, regarding the programs or services of the Board;
5. suggest items of concern for inclusion on the agenda;
6. suggest appropriate educational topics for discussion;
7. make motions for debate and decision;

8. keep the local association which he/she represents informed of the proceedings of the Committee;
9. be available as an informed and knowledgeable resource to the parents of exceptional children. This could include providing information on the special education programs, services and procedures of the Board including in particular the Identification, Placement and Review procedures and appeals;
10. be available as an informed and knowledgeable resource for the schools and the community;
11. attend meetings on a regular basis, or to inform the alternate and the SEAC chair or SEAC secretary when he/she cannot attend the meeting. When so informed, it is the responsibility of the alternate to attend the meeting and act in the member's place.

COMMITTEE MEETINGS

Quorum

A quorum is defined as the majority of the members of the Committee.

Meeting Dates/Times

Meetings shall be held once monthly, except July and August.

Rules of Order

The appropriate rules of the Board shall govern the order and conduct of the meeting of the Committee.

Election of the Chair/Vice-Chair

At the first meeting of the Committee following the Board's initial meeting, the members shall elect one of their members as chair and one of their members as vice-chair for a one-year term. The vice-chair shall act as the chair in the chair's absence.

Voting

Every member present at a meeting, or his/her alternate when attending the meeting in place of the member, shall have one vote.

The chair may vote with the membership.

In the case of a tie vote, the motion shall be lost.

DUTIES OF THE BOARD

- 1) The Board shall make available to the SEAC personnel and facilities necessary for the proper functioning of the committee.
- 2) The Board shall provide the members of SEAC and their alternates with timely information and orientation regarding:
 - (a) the role of SEAC and the Board in relation to special education,
 - (b) Ministry and Board policies and Board decisions relating to special education.
- 3) Prior to making a decision on a recommendation made by SEAC, the Board shall provide an opportunity for SEAC to be heard by the Board or any other committee of the Board to which the recommendation is referred.
- 4) SEAC shall have the opportunity to participate in the Board's annual review of the special education plan.
- 5) SEAC shall be provided with the opportunity to participate in the annual budget process as it relates to special education.
- 6) SEAC shall be provided with the opportunity to review the financial statements of the Board that relate to special education.

Joint Advisory Committee - Terms of Reference

The Board recognizes that staff, trustee, parent and student input is extremely valuable in the formulation of sound policy. The role of the Joint Advisory Committee is to consider, to review, to formulate/initiate recommendations with respect to new or existing policies.

1. Committee Membership shall consist of:
 - (a) Maximum of four trustees;
 - (b) The Director of Education, or delegate, who shall act as secretary;
 - (c) **Teachers**
Maximum of seven employees of the Board who are members of OSSTF, HWETL, HWOT and OSSTF Occasional. The breakdown will be as follows:
OSSTF – 2 representatives
OSSTF Occasional – 1 representative
HWETL – 3 representatives
HWOT – 1 representative
 - (d) **Other Employee Groups**
Maximum of one representative from each of the other employee groups;
 - (e) A maximum of six representatives from School Councils, one from each cluster (by Superintendent of Education).
 - (f) Maximum of three Home and School representatives;
 - (g) Two Principals (one elementary and one secondary);
 - (h) The Student Trustee.
 - (i) A maximum of one student representative from The President's Council.
2. Members of the Committee other than trustees shall be appointed by their own membership groups.
3. Election to office shall be for a term of one year.
4. The Joint Advisory Committee shall normally meet at least once a month.
5. The Chair and Vice-Chair of the Joint Advisory Committee shall be determined by the whole committee at the first meeting of the calendar year with the Director or delegate acting as secretary. The use of a recording secretary shall be at the discretion of the Director.
6. A quorum shall consist of one more than half the total membership appointed to the Joint Advisory Committee in any year.
7. Before a proposed policy is brought to the Board, it should be presented to the appropriate committee for input and commentary. Each new policy recommended shall be presented to the Board by the Chair of the Committee of the Whole.
See the Policy Review Model for review of existing policies.
8. Policy matters referred to the Joint Advisory Committee shall be subject to administrative review before being referred to the Committee of the Whole.
9. Policy recommendations initiated by the Joint Advisory Committee shall be referred to the Administration for study and response before being brought forward to the Board by the Chair of the Committee of the Whole.
10. All Board members and Supervisory Officers should receive copies of Joint Advisory Committee minutes regularly, in order to maintain awareness of policy development.
11. Meetings shall adjourn at 10:00 p.m. unless extended by a majority vote.

REGULATIONS FOR DELEGATION PRESENTATIONS TO COMMITTEE

1. (a) A request from a representative of a group or organization to appear before the Committee must be made in writing to the Secretary of the Board and should include the nature of the request, at least ten calendar days in advance of the Committee meetings.

(b) The topic of the presentation should be within the jurisdiction of the Board and represent items that appear on appropriate standing committee agendas.

(c) The Director rules on receiving the delegation. If denied, the members of the Board are informed.
2. Delegations must submit their presentations in writing to the Secretary of the Board no later than the Thursday morning the week prior to the meeting. Individuals who have difficulty in creating a written submission will be offered appropriate support through the Office of the Secretary of the Board.
3. Up to two representatives from a delegation may make the presentation. Additional speakers may be allowed with the permission of the Chair. Presentations are expected to follow the outline of concerns identified in the written submission. If the materials presented differ substantially from the written submission, the Chairman has the right to call an immediate recess in order to clarify the situation.
4. Presentations shall not exceed fifteen minutes in length, inclusive of questions for clarification. Extensions to this timeline may be granted by Committee direction.
5. Members of delegations may add comments for clarification.
6. Trustees may ask questions for clarification, without comment pro or con with respect to the issue in general.
7. At the conclusion of the presentation, the Committee may, by specific motion, determine to:
 - (a) Debate the issue(s) involved at the conclusion of the agenda.
 - (b) Refer the delegation's presentation to the administration for review and comment.
 - (c) Formally receive and file the submission of the delegation.
 - (d) Suspend the Rules of Order by a two-thirds majority to consider the matter immediately.
8. The Committee will then continue to the next item of business.
9. The Chair of the Standing Committee may limit the number of presentations on a given subject or by a person within the year.
10. The Board shall schedule one or two open session meetings a year for the purpose of hearing delegations on issues that they wish to present to the Board.

#13

2002 04 22

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the following trip request be approved:

- a) Parkside High School, Grade 10-OAC, Educational trip to France, England and Scotland on March 5- 17, 2003; inclusive.

Rationale:

As per policy.

rt

C O R R E S P O N D E N C E

REGULAR BOARD
April 21, 2002



#17

Waterloo Region
District School Board

51 Ardelt Avenue, Kitchener ON N2C 2R5
Ph. (519) 570-0003 ext. 4111; Fax: (519) 742-1364

March 4, 2002

The Honorable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, ON M7A 1L2

Dear Minister Ecker

The Waterloo Region District School Board approved the following motion at its regular monthly Board Meeting held on Monday, February 25, 2002--

That the Waterloo Region District School Board send a letter to the Minister of Education calling on the provincial government to:

- (1) *create ecological/environmental literacy as a distinct focus and goal in the provincial curriculum;*
- (2) *develop a specific provincial curriculum for ecological/environmental education;*
- (3) *retain environmental science as a teachable subject in the faculties of education, or create a new ecological/environmental teachable subject.*

The province's Environmental Commissioner, Gord Miller, stated in his annual report "there is a critical need for Ontario's public to understand complex environmental issues." The Ministry has claimed that its decision to remove Environmental Science from the new Ontario secondary school curriculum doesn't take anything away from students because environmental issues are integrated into other subjects and taught throughout the curriculum. However, a report based on a year of study and published last spring claims that "integration has watered down, not strengthened" environmental teaching.

Furthermore, students in faculties of education are not taking environmental courses because they no longer count as a credit toward a "teachable" subject. Without taking these courses, graduating teachers are less qualified to deal with environmental issues, even as they are supposedly integrated across the curriculum.

At a recent Board of Director's Meeting of the Ontario Public School Board's Association (OPSBA), a motion was passed to lobby the Ministry of Education to return environmental education to the curriculum. It is the intent of the Waterloo Region District School Board to support OPSBA's action.

A response relating to this concern would be appreciated.

Sincerely

Sandy Shantz
Chairperson of the Board

cc: OPSBA
Public District School Boards



#18
Minister of Finance

Ministre des Finances

Ottawa, Canada K1A 0G5

Ms. Judith Bishop
Chair
The Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Ms. Bishop:

Thank you for your letter concerning the proposed amendment to the Goods and Services Tax (GST) for school authorities and the student transportation services they provide.

I would like to start by saying that, when the GST was introduced, as a result of consultations with representatives of the education sector, it was agreed that school authorities would receive a 68-per-cent refund of the GST they pay on purchases related to their activities. This rebate was designed to ensure that the sales tax burden of such organizations did not increase as a result of replacing the previous federal sales tax with the broader-based GST.

Through this rebate, the government refunds some \$340 million annually to school authorities. The proposed amendment ensures that the provision of school transportation services by school authorities continues to be treated as an activity under the GST for which they are entitled to the rebate.

The GST treatment of school authorities has never been a subject of controversy. In the case you have drawn to my attention, the school boards and their advisors have put forward an interpretation that is contrary to the long-established policy with which taxpayers have generally complied. The purpose of the amendment is to reaffirm a policy that is well understood and to prevent windfalls from being realized. Without the proposed amendment, there would be considerable fiscal costs. For the same reasons, the Government of Quebec has announced a similar amendment that will apply on a fully retroactive basis to all school boards in that province in relation to the Quebec Sales Tax, which affords similar rebate treatment to school authorities as under the GST.

I would like to stress that all school authorities across Canada are subject to the proposed federal legislation. As indicated in the December 21, 2001 press release proposing to

Canada

amend the *Excise Tax Act*, the amendment will be applicable as of the date of introduction of the GST. For the reasons mentioned above, the proposed amendment conforms to all the conditions for retroactive legislation set out in the *Response of the Government of Canada to the Seventh Report of the Standing Committee on Public Accounts* in 1995. However, the proposed amendment will not affect the specific cases that have already been decided by the Federal Court.

I trust this clarifies the government's position on the proposed legislative amendment applicable to school boards. Please accept my best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Paul Martin', with a large, sweeping flourish extending to the right.

The Honourable Paul Martin, P.C., M.P.

#19

Deputy Premier and
Minister of Finance

The Hon. James M. Flaherty



Vice-premier ministre et
ministre des Finances

L'hon. James M. Flaherty

7 Queen's Park Crescent
Toronto ON M7A 1Y7
Telephone: 416 325-0400
Facsimile: 416 325-0374

7 Queen's Park Crescent
Toronto ON M7A 1Y7
Telephone: 416 325-0400
Telecopieur: 416 325-0374

MAR 18 2002

Ms. Judith Bishop
Chair
The Hamilton-Wentworth District School Board
131 Barclay Street
Hamilton ON L8S 1P6

Dear Ms. Bishop:

Thank you for taking the time to meet with me in Hamilton. I appreciate your advice during my ongoing pre-budget consultations.

In crafting the 2002 Ontario Budget, I will continue to seek out innovative ideas that will help bring excellence to the way we fund the core programs that the people of Ontario care about most.

I appreciate the time you took to share your insight with me, it will be valuable as I prepare the 2002 Budget. As we discussed at the Ramada Plaza Hotel, I remain committed to building, with your help, a stronger, more vibrant Ontario.

Sincerely,

A handwritten signature in black ink, appearing to read 'James M. Flaherty'.

James M. Flaherty



D I S T R I B U T I O N

REGULAR BOARD
April 21, 2002

FAST REPORTS

weekly information for decision-makers in education

April 15, 2002

Vol. 14, No. 8

At OPSBA

Last call for nominations for OPSBA Awards Program

The OPSBA Awards Program strives to recognize the outstanding contributions of individuals across Ontario to the public education system. It's not too late to nominate a **student, teacher or trustee** that you would like to have recognized as having made a difference.

The **Jack A. MacDonald Award of Merit** recognizes the achievements of an outstanding student for a sound academic record and outstanding community service and leadership.

The **Fred L. Bartlett Memorial Award** is an annual award presented to an active or retired member of the teaching profession. The winner is selected on the basis of their outstanding contribution to education throughout Ontario. This may consist of constructive participation in education affairs over a number of years or for work on some recent and specific project that has had a significant impact.

The **Dr. Harry Paikin Award of Merit** is awarded to an active or retired public school trustee for outstanding service as a public school trustee.

The **Bernadine Yackman Memorial Award** is given for dedication, commitment and an outstanding contribution to education with special recognition for service in northern Ontario. The deadline for nominations for this particular award is **September 20**.

Nominations for all awards, except the Bernardine Yackman Memorial Award, must be received in the OPSBA office **no later**

than 3:00 p.m. on April 26. More information about the awards, including a nomination form, is available on the OPSBA website (www.opsba.org) by choosing Awards Program at the top of the homepage.

For more information: Mary Adams-Cuffy, Awards Coordinator, x101, e-mail madams-cuffy@opsba.org

Labour RELATIONS

Another successful symposium!

"Somewhere Over The Rainbow – 2002", this year's annual Labour Relations Symposium, was another successful event. It was the largest turnout of trustees and staff to a Labour Relations Symposium since the amalgamation of school boards in 1997. This strong turnout and an assembly of excellent presenters, plenary sessions and workshops ensured it was a symposium not to be missed.

OPSBA would like to express its appreciation to all of the presenters for their invaluable participation. We would also like to express our sincerest thanks to Dave McLeod, Keewatin-Patricia District School Board

Continued on next page

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SECRETARY OF THE BOARD. PLEASE DUPLICATE FOR ALL TRUSTEES, DIRECTOR AND SUPERINTENDENTS

If you have any comments about *Fast Reports*, contact CARLA GARBAS, Editor
LIZ SANDALS, President • GAIL ANDERSON, Executive Director

OPSBA • 439 University Avenue, 18th floor, Toronto, Ontario M5G 1Y8 Tel: (416) 340-2540 Fax: (416) 340-7571
e-mail: cgarbas@opsba.org • www.opsba.org



Director of Education. For the fourth year in a row, Dave generously donated a fly-in fishing trip at Howey Bay Camps in Red Lake. This year's winner is Gord Ewen, Director of Education at the Rainbow District School Board.

Student scholarships awarded

On behalf of OPSBA, Labour Relations Services would like to thank the law firms of Hicks Morley, Keel Cottrelle, McCarthy Tétrault and Shibley Righton for their sponsorship of the symposium's networking breaks, and John Bell (Shibley Righton), Michael Hines (Hicks Morley) and Brian Smeenck (McCarthy Tétrault) for their generous donations of student scholarships. Each of the firms donated two \$500 scholarships, which were awarded at Friday afternoon's luncheon and at the closing on Saturday morning.

These scholarships will be awarded to secondary students at the winning boards who will be entering the first year of a post secondary education program and/or a post secondary technical student. The winning boards will establish their own scholarship criteria.

Congratulations to the following winners:

Hicks Morley Hamilton Stewart Storie: Eunice Saari, Chairperson, Near North DSB; and Rod Thompson, Executive Director - Human Resources, Toronto DSB

McCarthy Tétrault: Pauline Ling, Vice-Chairperson, Toronto DSB, and Shelley King, Manager of Human Resources, Avon Maitland DSB

Shibley Righton: Helen Hall, Vice-Chairperson, DSB of Niagara, and Christine Ruppenstein, Human Resources Officer, Rainy River DSB

For more information: Ernesta Graham, Events Coordinator, x115, e-mail egraham@opsba.org

Provincial Labour Relations Network meets again

A meeting of the Provincial Labour Relations Network (PLRN) was held on April 4th, prior to the opening of the Labour Relations Symposium. Trustees and practitioners

reviewed numerous labour relations issues, including Bill 110, employee benefits caps, teacher re-certification, "ability to pay", mandatory retirement arbitration, secondary staffing, retirement planning, pay equity, Teacher Performance Appraisal and Criminal Background Checks.

The next meeting of the PLRN will be held on Thursday, June 6 at the Holiday Inn Select Toronto Airport, 970 Dixon Road.

For more information: Vicky Skypas, Manager of Labour Relations Services, x119, e-mail vskipas@opsba.org

OPSBA in the media

Ontario's bankrupt school boards. When Mike Harris' Conservatives merged school boards in 1998 in an effort to streamline education, just three boards were running a deficit. By last year that number had swollen to 11. This year, more than half of the province's 31 public boards will be in the red, having already slashed spending and services, and plundered reserves meant for future projects.

OPSBA president Liz Sandals said "boards in this province are very close to being bankrupt". She said the funding formula "is a decade out of date and, as a result, the deficits are getting bigger." "Across the province, school board funding is down \$1 billion since the Tories took power" and listed the areas where boards are short: "589 million in salaries and benefits; \$200 million in technology; \$50 million in textbooks and other learning material; \$57 million in transportation; \$84 million in special education; and \$71 million in professional development." She explains the reason for the massive shortfall is simple: "The Ontario government has not only siphoned millions of dollars from education since 1995, it did not account for inflation in the current funding model."

Per pupil funding has dropped dramatically, increasing the burden on boards. In 1997, the basic per pupil cost of educating a child in elementary school was \$4,065. For each secondary student, it was \$4957. This year, the province earmarked \$3,850 to educate every elementary school student, down \$485 from five years ago. This year's figure for a secondary student is \$4,331, down \$626 from

1997. Millions of dollars in funding has been cut. As reported in the Ottawa Citizen, March 26.

The money squeeze. Faced with an alarming gap between revenues and "legitimate" expenditures, Ontario's school boards are being forced to cut programs or run deficits. Five years after Ontario's Tory government changed the way education is delivered, school boards throughout the province continue to wrestle with chronic under funding and "pressure to improve classroom services" and now trustees face what every single director of education is calling a full-blown crisis. The gap between revenues and legitimate expenditures has forced trustees around the province to make excruciatingly difficult decisions.

OPSBA president Liz Sandals says "boards are in such a precarious financial position that any cut or freeze in per pupil revenue is unworkable". She says, "boards across Ontario have little discretionary spending, and provincial law requires them to bring in balanced budgets. They are also required by legislation to meet class sizes, provide certain levels of special education, honour collective agreements with unions and conform to the Pay Equity Act". "Running a deficit is against the law. Funding education at 1997 costs is impossible - 1997 dollars won't buy 2002 goods, services or student programs", says Ms. Sandals. She added, "if the provincial government fails to provide a significant cash infusion for education, public district school boards will clearly be faced with making the wrenching choice between gutting programs or breaking the law". All the benchmarks in the funding formula are based on 1997 costs and "with inflation, today's funding levels are simply unrealistic" says Ms. Sandals. She added, "Our only source of revenue is the provincial government and, with the money we are getting this year and expect to get next year, we will not have sufficient funding to meet our contractual or legal obligations." As reported in the Ottawa Citizen, March 28.

For more information: Jeff Sprang, Director of Communications & Media Relations, x111, e-mail jsprang@opsba.org

Across CANADA

CEA-Whitworth Award honours educational research

The CEA-Whitworth Award was first presented in 1967 when it was called the CCRE-Whitworth Award. It was made possible through a generous financial donation by Dr. Fred Whitworth, a former Director of the Canadian Council for Research in Education (CCRE). When CCRE was disbanded in 1972, the Canadian Education Association (CEA) took over the administration of this award. Each year, CEA honours a person who has made a noteworthy contribution to educational research in our country and celebrates the important contribution of research in increasing our knowledge and understanding of Canadian education.

Nominations for the 2002 CEA-Whitworth Award for Educational Research are now being accepted. Information on the nomination procedure and criteria is available on the CEA website (www.acea.ca/english/CEA-Whitworth.phtml). Please ensure that all the required information for each nomination is provided.

The deadline for nominations, including all supporting documentation, is April 30. A sub-committee of the CEA Research Steering Committee has been appointed to review all nominations and make the final decision.

The CEA-Whitworth Award, a piece of Canadian art, will be officially presented at the annual CEA event. The award winner will be announced in the CEA Newsletter and Le Bulletin. CEA will ensure the work of the recipient is made known to the education community.

For more information: Valérie Pierre-Pierre, Research Officer, CEA, phone (416) 591-6300 x232 or email vpierre@acea.ca

NOTICES

Successful programs needed for workshop at CESBA conference

As reported in the March 18 issue of *Fast Reports*, Vol. 14, No. 6, The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) will be holding its spring conference on May 2 and 3 at the Sheraton Fallsview Hotel & Conference Centre in Niagara Falls. The CESBA Planning Conference Committee is looking for participants for the "Best Practices" workshop at this Conference. If you are planning to attend and have a successful program you wish to share with conference attendees, please let the Committee know.

The workshop will feature one successful program from each of the following areas: a credit program; a fee payer program; and a non credit funded program. Each presenter has approximately 20 minutes to present the program and answer questions. The workshop is scheduled for Friday at 10 a.m. If you have a program that works for you, why not share it with your colleagues at this workshop?

For more information: Fraser Gagne, email fgagne@scdsb.on.ca

CALENDAR OF EVENTS

EXECUTIVE COUNCIL

April 18, 7 p.m. to 9 p.m. &
April 19, 9 a.m. to 3 p.m.
OPSBA Boardroom, Toronto

BOARD OF DIRECTORS

April 19, 7 p.m. to 9 p.m. &
April 20, 9 a.m. to 3 p.m.
Sheraton Centre Hotel, Toronto

NORTHERN REGION DIRECTORS

April 20, 4 p.m. to 6 p.m.
OPSBA Boardroom, Toronto

PROVINCIAL LABOUR RELATION NETWORK

June 6, 8:30 a.m. to 2:30 p.m.
Holiday Inn Select Toronto Airport Hotel

AGM & PROGRAM

June 13 to 16
Holiday Inn, Waterfront, Sault Ste. Marie

1A3 ON HW 26

COMMITTEE OF THE WHOLE

Monday, May 6, 2002

A33

2002

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of the Minutes
3. Business Arising from the Minutes
4. Approval of Agenda

R. Woodworth

URBAN MUNICIPAL

MAY 10 2002

DELEGATION:

5. French Immersion in Waterdown

GOVERNMENT DOCUMENTS

R. RaoPeters/G. Kalal

I ACTION ITEMS:

Program

6. Alternative Program Review
7. Resolution from Waterloo Region DSB re returning environmental education to the curriculum

C. Reid

Human Resources

Resource Allocation

Relationships

Communication

Governance

Accommodation

9. Templemead – Selection of Contractor
10. Dr. J. Edgar Davey School

D. Grant
L. Orban

II MONITORING ITEMS: (see yellow)

Human Resources

11. Staffing Report – Full Time Equivalent Positions

D. Grant

Future Meetings:

Committee of the Whole

Monday, May 13, 2002

6:30 p.m.

Board

Monday, May 27, 2002

6:30 p.m.

Special Education Advisory Committee

Wednesday, May 29, 2002

7:00 p.m.

III INFORMATION ITEMS: (see pink)

Human Resources

- 12. Verbal Response to Lloyd George School Council
re Reduction to Secretarial Time
- 13. Verbal Report re Four-Man Painting Team

W. Joudrie
D. Tyagi

Program

- 14. Response to Norwood Park School Council, Hamilton-Wentworth
Home and School Council and Canadian Parents for French re
French Immersion Review

K. Croxall

Relationships

- 15. Child Care Policy: Establishing a Review Process/Committee
- 16. Update –Volunteer Policy Development Committee

K. Croxall
C. Reid

- 17. Public Questions for Clarification
-

Future Meetings:

Committee of the Whole	Monday, May 13, 2002	6:30 p.m.
Board	Monday, May 27, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, May 29, 2002	7:00 p.m.

May 2, 2002

To the Director and Secretary of the Board, Merv Matier, Hamilton Wentworth District School Board

>

>Thank you for giving us the chance to bring a delegation to you tonight and outline our experiences and concerns and provide you with some recommendations that we believe to be useful.

>

FI is an important and valuable program that helps develop transferable skills and provides children with bilingual opportunities throughout their lives. The Waterdown Parents for French Immersion would love to have this opportunity in their community. They would like to have the same opportunity as other children in the Hamilton-Wentworth District School Board and enrich their lives with the benefits of French Immersion. A number of parents have been working with the schools, consultants and administrators. Last May, I approached the principal at Mary Hopkins and spoke with the Parent Council to address the question if there was a need in the community. I also discussed this matter with the trustee, Reg Woodworth in order to find out how to best proceed. I spoke with the principals at Guy Brown and Allan Greenleaf over the summer and sent a suggested survey to Claudette Sims, the French Consultant in June. In October, initial surveys were sent to the students at Mary Hopkins as well as some at Guy Brown. Surveys were also sent to day care providers and nursery schools and results were very positive and indicated interest over several years. A French Immersion information night was held in Feb. 2002 in Waterdown, in order to discuss the FI program and have parents consider if it was right for their children. Unfortunately, parents were not informed that FI could be a reality in the Flamborough area, and planning for implementing French Immersion in the community was not the main objective of the meeting. No other meeting was scheduled. Parents were told to call the French Consultant in order to give their name and number.

It was recommended by the FI review committee, that if 25 in-catchment students indicated an interest for the following school year, that the FI program would possibly commence in Flamborough in Sept. 2002.

>

>

Fact I . Twenty parents have called in from Mary Hopkins, two students from Greenleaf and four students from Guy Brown. as of April 22.

Recommendations indicated a min. of 25 pupils, and I am pleased to report that the Waterdown community is already showing 26 pupils with **no formal publicity from the schools .**)It is only through word of mouth, flyers in doctors offices, daycares, mail and grocery stores that parents were informed. Parents have expressed concern that they have only received FI information by word of mouth since the Feb. meeting. No formal correspondence has been forwarded from the schools or the board in order to legitimize this information . Even at the JK/SK registration night, no formal mention of the possibility of FI was provided, until parents asked about it, in the question and answer period. It was expressed, that if there was a demand, it could be a possibility. The twenty parents that have already expressed interest for the FI program are **unsure of their future educational plans**

for their children in Sept, as no further verbal or written feedback has been available to them. In order to ensure that all parents are informed about the FI program in the Waterdown/Flamborough area, the following recommendations have been made, and we would like the School Board to act upon these recommendations in a speedy manner, as they see fit.

>

>>

Recommendations A: We would like an urgent information letter(see recommendation C below) forwarded to the parents /guardians of pupils currently attending JK and SK in all **public schools in Flamborough/ Waterdown informing them of the possibility that FI would be available in the Waterdown /Flamborough area** should numbers warrant it, in May 2002.

>

>

Recommendation B: Request and ensure **cooperation of all Waterdown elementary school staff in order to provide consistency in the community.**

>

>

Recommendation C : Information sheet to be forwarded by the School Board or Senior >Administration with **replies and numbers returned by June 1, 2002** . Attached is a suggested example.

>

>

Fact II. Grace Kalil, a concerned parent spoke with trustee and chair Reg Woodworth last week and he informed her that the accuracy of the numbers with respect to date of birth had been in question.(pupils must be born in 1997 in order to begin FI in SK in Sept 2002.) I also spoke with Superintendant Krys Croxall and she suggested that we provide a petition to the board with 25 parents that are interested for Sept. Reg Woodworth also made the suggestion. To date, Claudette Sims has these names and numbers of interested parents, but as **parents in the community we do not have access to their phone numbers.**

>

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>

Recommendation A: If the trustees are concerned that dates are incorrect, the Board needs to contact Claudette Sims and **verify these names and dates immediately.** We are aware, that Ms. Sims is responsible for a huge portfolio and we suggest that if all possible, **extra support be given to her** for this worthy cause.

>

>

>

Recommendation B: In the event, that the number does remain at 20 for Mary Hopkins, **consideration may be made for out-of catchment numbers if parents are willing to arrange their own transportation.** Mr. Woodworth suggested that we include parents from out-of catchment areas as well that would be willing to transport children to another school. From the parents that we have already spoken to in the community, most were **willing to provide their own transportation.** In the letter to parents, this could also be indicated.

>

We understand that the Board, the parents, the teachers and the administrators all want what is best for the students and the program. In order to continue to have a viable program with a long-term commitment, it is imperative that parents are informed earlier of available programs. In this way, they can make well-informed decisions for their children.

>

Recommendation A: **In Sept. 2002**, (and each Sept. thereafter) when JK/SK students have staggered entry into school, have a **survey available that informs parents** that a FI program may be available in the community. At this time, they can fill out the **survey to show interest**, and give the board an early idea of numbers for the following years. In this way, programs will continue to be viable, and numbers are available almost 1 year in advance. Future projections are made much easier with basic numbers available.

>

>

Waterdown/Flamborough is a **growing community** of young families. With ongoing formal information of FI, the numbers can only grow. There are always concerns that the FI program will dwindle in coming years, as recommendations have been made for closure of FI program at two schools this year. In contrast, Waterdown/Flamborough is a growing community that has shown, that numbers are consistently increasing, thus FI interest would continue to grow. It is not a stagnant community. Housing projections continue to increase. As program closures in FI occur, these **experienced teachers** would be beneficial to the commencement of a new program in the Waterdown/Flamborough area. As well, **existing resources can be utilized rather than purchasing new ones**. In this way, financial start up costs are significantly reduced.

>

>

Fact III. Fiscal Benefits of FI in Waterdown/Flamborough would be the following : On April 22, a member of CPF, Canadian Parents for French reported that each student in FI would bring approx. **\$325 per year to the school**. If 25 students were to continue in FI for 9 years, this would bring \$ **73 125.00** to the Waterdown/Flamborough schools. There are already 20 students that have expressed an interest for a Sept. 2002 start. It

> would be a shame to **lose this funding if we do not act immediately**. >

>

>

Recommendation: **Revisit the option of opening a FI program in Flamborough** in Sept. 2002 immediately and inform parents of this decision in order to plan effectively for their children's education.

>

>

We would like to thank you for giving us the chance to present to you tonight. In closing, we would like you to consider the following things: 1) There is already a significant interest in the FI program without formal publicity from the board. 2) Parents want this program and many are willing to drive to another **school in the community**. 3) Waterdown is a growing community that is not stagnant. Desire for the FI program can only grow. 4) Resources could potentially be shared with those schools whose programs are closing. 5)

Proactive evaluation of the FI program will sustain viability and allow for better planning.
6) Funding of FI programs will bring over **\$70 000** in increased revenue to the community schools.

>

>

We ask that you consider the following and recommend: 1) that numbers be revisited by contacting FI consultants immediately. 2) survey/letter be sent to all schools in the community to inform parents and receive specific numbers of interested parents for Sept. 2002 3) Put procedures in place for Sept. to inform JK/SK at staggered entry that program may be in place for following Sept, and ask for survey to be completed upon entry into program, to have numbers available by the end of October. 4) **bring the FI program to the Waterdown/Flamborough area.**

>

>

>

We thank you for your time and appreciate the time already spent by the many >principals, Claudette Sims, the French Consultant, superintendents and trustees. As budget restrictions diminish funding, this is one way to bring extra monies to our schools. Please consider this again. Thank you.

>

Rajani RaoPeters

Grace Kalal

>

>

>

>

> _____

A sample survey that may be used or modified .

French Immersion in Waterdown/Flamborough?

Dear Parents:

We are presently trying to determine the demand for a **French immersion program** to the **Waterdown/Flamborough** area. In order to make appropriate decisions, we need to identify how many parents would be **interested** in a French immersion program in Waterdown if **no busing** were available. Please take a minute to fill out this questionnaire. . Should you have any questions, don't hesitate to call _____. Please return the questionnaire to the main office by May 15, 2002. Thankyou

Name _____ Phone _____

Address _____

Year of birth of child Please circle. 1996 1997 1998

____ Yes. I **would** like to enrol my son/daughter in the French Immersion program in the Flamborough/Waterdown area.

____ No. I **would not** like to enrol my child in the French Immersion program.

I have younger children that would be interested in participating in the French Immersion program.

Year of birth ____ 1998

____ 1999

____ 2000

____ 2001

____ 2002

If French Immersion were available in the Flamborough area, would you be willing to drive your son/daughter to a school other than your home school, ie Guy Brown, Allan Greenleaf, or Mary Hopkins. **Please circle**

Yes No

French Immersion in Waterdown/Flamborough!!!!

YES!!!!

-French Immersion begins in SK (senior kindergarten) .

-intended for English-speaking families

-HWDS Board is considering bringing **French immersion to our community** if we have the numbers.

- if we have 30 **SK** children (2 classes) and 25 grade 1's in our catchment .

-Sign up now , so we can make it happen for Sept. this year!!!!

-to enrol your child in French Immersion in Waterdown or for more information, **call Sandra Cardwell** at the HWDS Board at (905) 304-8722 Ext. 224 (Ancaster site) or e-mail at infotech@hwdsb.on.ca

-leave your **name, phone number, year of birth, home school....** (Mary Hopkins, Allan Greenleaf, Guy Brown, Balaclava etc.)

- The French Consultant, Claudette Sims will then process these numbers.

Sign up now, call in your name at the Board to make this happen!!! Thanks.

Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education

Date: May 6, 2002

Re: **Hamilton Alternative Program** (An innovative community-based program rich in the arts and global education)

Recommended Action:

Moved by _____, that the Hamilton Alternative Program (An innovative community-based program rich in the arts and global education) be approved as a pilot project for the 2002-2003 school year. The program must not exceed 100 students in its pilot stage. A review of the pilot will be provided to the Board by May 2003. At the May 2003 meeting of the Board, a decision will be made on the continuation of the program as outlined in the '*Alternative Program Decision-Making Protocol*' of the Board.

1.0 Rationale

- 1.1 The program will provide a "doorway" to invite 'Home Schoolers' into our school system.
- 1.2 The program will provide an opportunity to service students who are not currently enrolled with the Hamilton-Wentworth District School Board.
- 1.3 If successful, the program may provide an opportunity to draw additional students to the Hamilton-Wentworth District School Board.
- 1.4 This opportunity is open to all students who wish to apply to the program.

2.0 Background Information

- 2.1 A group of 'Home Schoolers' approached senior administration of the Board with an Alternative Program Proposal in March of 2001.
- 2.2 A pilot proposal was presented to the Board on June 7, 2001. The Board did not support the proposal. Clarification concerning issues related to current collective the Board raised agreements, student admissions and program.
- 2.3 The 'new' Hamilton Alternative Program more clearly addresses issues raised at the June 7, 2001 Board meeting.
- 2.4 The community group supporting the Hamilton Alternative Program view this proposal as a refinement, not a departure, from current public education practices. This proposal will not function independently from the Board.
- 2.5 This is not a unique partnership. Similar schools have existed since the 1970's. Currently, there is a school in London, in Beamsville, nine in Toronto and five in Ottawa-Carleton. All are publicly funded educational programs. Some are schools unto themselves; some are programs within schools, allowing schools that are under-utilized to make better use of space and resources.
- 2.6 The purpose of this alternative program is:
 - 2.6.1 to establish a co-operative partnership between parents and teachers
 - 2.6.2 to create an enriched developmental, child-centred learning environment
 - 2.6.3 to foster a sense of community between school and home.

- 2.7 Teaching strategies such as integrated, holistic learning would be successfully implemented when the child: adult ratio is reduced by regular parent involvement in the classroom.
- 2.8 The Hamilton Alternative Program has been reviewed by senior administration of the Board. The proposed program is not in conflict with:
- 2.8.1 the Education Act and its supporting policies and guidelines
 - 2.8.2 the Ontario Curriculum and supporting guidelines
 - 2.8.3 the Policies and Procedures of the Board
- 2.9 The submission respects the conditions of the *'Decision-Making Protocol for Alternative Education Programs'* in that:
- 2.9.1 a proposed location for the program would be at the discretion of the Board
 - 2.9.2 the program is not presented as a stand-alone school
 - 2.9.3 the program will respect all current collective agreements and human resources policies of the Board
 - 2.9.4 the program will be represented on the School Council of the school which houses the program
- 2.10 At the November 27, 2001 meeting of the Board, the **Hamilton Alternative Program** was referred to a committee of the Board as outlined in the Hamilton-Wentworth District School Board's *'Decision-Making Protocol for Alternative Education Programs'*.

3.0 Current Information

- 3.1 A committee was struck, representing the following groups:
- 3.1.1 Eleanor Johnstone – Trustee, Hamilton-Wentworth District School Board
 - 3.1.2 Lillian Orban – Trustee, Hamilton-Wentworth District School Board
 - 3.1.3 Joe Spehar – Assembly of School Councils
 - 3.1.4 Michele McNabb – Home and School Association
 - 3.1.5 Jeff Moore – Ontario Secondary School Teachers' Federation
 - 3.1.6 Sandra Emery – Hamilton-Wentworth Elementary Teachers' Local
 - 3.1.7 Marg Bowman – Ontario Principals' Council - 21
 - 3.1.8 Terry Gallagher – Hamilton-Wentworth Principals' Association
 - 3.1.9 Chuck Reid – Superintendent of Education
- 3.2 The committee first met on Tuesday, January 22, 2002. Meetings took place through February, March and April of 2002.
- 3.3 The committee visited two alternative program sites, Beaches Alternative School in Toronto and APPLE alternative school in London.
- 3.4 The committee addressed the questions as outlined in the *'Decision-Making Protocol for Alternative Education Programs'* (refer to Appendix A)

Hamilton-Wentworth District School Board

REPORT OVERVIEW

Hamilton Alternative Program

(An innovative community-based program
rich in the arts and global education)

On November 27, 2001 the Hamilton-Wentworth District School Board referred the Hamilton Alternative Program to a committee as outlined in the 'Decision Making Protocol for Alternative Education Programs'. A committee composed of teacher union representatives, parent representatives, principals, trustees and senior administration of the Board met on January 22, 2002 to examine the proposal presented to the Board. The committee received a presentation from the parents who submitted the original proposal to the Board. Visitations to London and Toronto, where similar programs have been operating over the past twenty years, also took place. Great discussion occurred during the three months the committee met.

Issue	Pro - Arguments	Opposing - Arguments
Parent Involvement	<ul style="list-style-type: none"> • The Board may have increased parent involvement • The program may provide a model for other programs concerning parent involvement • Research indicates that increased parental involvement results in increased student achievement • The program may provide an avenue for 'home schoolers' to become engaged into regular day education activities of the Board • The program may provide an avenue for 'home schoolers' to have a more objective assessment of the public system and as such re-engage the system 	<ul style="list-style-type: none"> • Setting up a program based on parental involvement may remove some parents who may be giving time and energy to their local school • Students who may have benefited from parent volunteers, other than their own parents, may be disadvantaged due to some parents moving to the new program offered in the Board. • The program may 'steal' students from other schools • There is no guarantee that 'home schoolers' will participate in this program • Some committee members believe the Board should create a District - wide program for parent involvement rather than support one initiative
Equity	<ul style="list-style-type: none"> • The program would have open access to all and would initially be accessed using a lottery system • Introducing the program into a school, which has a small enrolment, may enhance resources for all students in the school. The school may benefit from increased administrative time, secretarial time as well as increased overlay staffing • The host school may also benefit from an increase in school budget 	<ul style="list-style-type: none"> • Since busing would not be provided to students in this program equal access to the program would not exist for families who lacked the ability to transport themselves. • Introducing these types of opportunities in the Board may create have and have not schools • Class size may be an issue

<p>Program</p>	<ul style="list-style-type: none"> • The program would follow the Education Act, Ontario Curriculum and HWDSB policies and procedures • The goal of the program is to promote a 'peace' environment • The program would stress the integration of skills • Straight grades would be utilized wherever possible • May attract new students to the Board, thereby providing the opportunity for the Board to utilize some of its excess empty space • May provide some 'choice' to the parents and students of Hamilton Wentworth District within the 'public' education system 	<ul style="list-style-type: none"> • The program appears to be driven by parent rather than student need • The program may not have a clear unique identity which would make it any different from current regular programming offered in the Board • There is a concern this program may be the first step towards creating Charter Schools in our District • There is a greater likelihood that students may experience 'split grade' situations over several years
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The committee did not reach consensus. Both elementary and secondary principal groups support the creation of a pilot project. Representatives of the school council and senior administration also expressed support for the pilot. Trustees representing the Board choose not to provide a written submission to the report, but their contribution to the discussion appeared to support the pilot moving forward. Both teacher federations and the home and school representative expressed concern over the project moving forward.

It must be stressed if the Hamilton-Wentworth District School Board supports the 'pilot project', then the project will be reviewed in the first year. The review will consider:

- Parent and teacher satisfaction
- Evidence of the program's effectiveness in improving student achievement
- Evidence the program fulfilled its commitment to the Ontario Curriculum, Board policies and procedures, and to all Board collective agreements
- Evidence that the program has not adversely affected other programs or schools operated by the Board
- Evidence that the program has attracted new students to the Board
- The impact of school space
- The impact of class size in the program

Decision – Making Protocol for Alternative Programs

- i. *How will the alternative program address unique needs currently not being addressed by Board programs; stakeholder response to the program?*
- **Superintendent** - The program has five goals: Parental Involvement, Innovative Teaching Methods, Community Creation, Global Education, and Arts and Recreation. Although aspects of the Alternative Program may be found in other schools, what distinguishes the alternative school is that these goals are maintained consistently year-to-year and classroom-to-classroom throughout elementary school. The Alternative Program meets the unique needs and culture of many families in the HWDSB who have expressed an interest and willingness to be involved in a program to make these goals come to fruition. They believe the program will allow for a defined classroom environment with integrated and explicit arts and global educational themes. They also believe the program will offer an alternative to the existing programs. It is a program with a specific teaching method with an emphasis on specific subject areas such as the arts and the environment. The one thing, which tends to distinguish alternative programs of this type, is the family involvement. The presenters indicated they had researched four schools located in Toronto, London, Niagara and Ottawa-Carleton. Toronto has the most diverse group of Alternative schools. Each school has a distinct identity and approach to curriculum delivery. London schools started through a movement stemming from co-op nursery school parents. Maple Grove School in Beamsville stresses Global education and has an environmental focus. Ottawa Carleton has four alternative schools. Established through partnerships between staff, students and parents, these schools have stressed an integrated curriculum and multi-age grouping, there is a strong sense of family and community. The presenters stressed that several alternative programs exist in Ontario, each having a wide variety of philosophies ranging from teaching methods to culture. They have been in existence for many years and most have been found to be very successful.
 - **Secondary Principals** - The parents making the proposal are looking for a program, which integrates the parental role in a more pivotal way than, may be found in "regular" Board programs. Their involvement includes a commitment to participate in the school day on a regular and scheduled way, and to be actively involved in the planning and delivery of the curriculum. These parents want to ensure that their children experience this level of parental involvement in a consistent way. Secondary principals have noted the following recommendations
 - i. Review the program regularly to ensure that it remains true to the intended focus;
 - ii. Recognize the additional time commitment for principals that may be involved in the addition of a special program to their schools; and
 - iii. Study the impact on school boundaries and the enrolments of the home schools.
 - **Elementary Principals** – Parents who are making this proposal see this program as "an innovative community-based program rich in the arts and global education", however, curriculum expectations will be based on the Ontario Curriculum. Parents see this as a way for a stronger parental involvement within the school and classroom environment based on mutually set up frameworks by administration, staff and parents. Elementary principals recommend the following:
 - i. Program should be introduced in a smaller school, but with adequate secretarial and administrative staff as the added time commitment to the principal's role should be noted
 - ii. The program should be reviewed after its first year to ensure that it has followed the intended mandate and followed Board policies and procedures
 - iii. Impact on boundaries/home schools should also be reviewed at the end of the first year
 - iii. In looking at enrolment/catchment areas, it should be tracked as to whether the program has brought any "new" students the HWDSB.
 - **OSSTF** - Current Board alternative programs such as GET, SUPER and others like Phoenix and Lawrence and Jackson High all are aimed at addressing a student need or in providing support for students who have trouble succeeding in a regular classroom setting. Even Westmount's self-paced learning is student-centred in its design and implementation. However, the proposal as I see it does not address any particular student need. While I will not dispute that having classroom volunteer supports would certainly have a positive effect in the students' learning, there is no evidence that the program is designed for students who could benefit from the extra help. The program only seems to address a unique need that would allow a small group of parents to go into their child's classroom to any extent that they wish. This program would be a very different approach from the Board regarding who would benefit from this program.
 - **HWETL** – The program, as proposed, is not designed to meet any perceived student needs but is intended to address parental preferences and vision. The educational needs of these students could be easily accommodated in regular, existing programs and classrooms.

In a presentation to the committee, it was stated that an "alternative program is a program based on language, culture, subject matter or pedagogy which offers choice to families within a school system." "Choice" is the defining characteristic of the proposed program, as all other aspects, including the proposal's stated vision, are common to every other classroom and school.

- **Home & School** – We would caution that student needs, not parents' preferences must be a key factor to consider. While parents would like small class size, individualized programs and direct input in decision-making, what are the costs to the entire public education system that would be required to balance the equation?
- **School Council** – Indications from stakeholders that 65 parents have responded and would have their children attend.

ii. **Program Viability – What is the evidence to demonstrate there is a demand for the program?**

- **Superintendent** – this program may bring children into the public education system that would likely otherwise be home-schooled or attend private schools. The program provides diversity within public education. Similar programs exist in Public School Boards in Ottawa, London and Toronto. Teachers – As more students are brought into the HWDSB there will be more teaching positions available. There will be more funding for support teachers. The teacher can count on parents volunteer to do tasks such as field-trip permission sheets, source out supplies or whatever else he/she requests help within or outside the classroom. Many teachers at the Apple program in London reported that they had less preparation time overall by attending a one hour preparation meeting with the alternative program parents. Home and School – This program would bring more active parents into public education. Host School - There would be more students at the school overall which would affect the funding of the whole school – e.g. support staff. There would be a larger pool of parent volunteers for shared events and for the whole school. The Alternative Program wishes to create a sense of co-operation and support between the host school and the alternative program and encourage a positive relationship between students, staff and families of the two groups. Students – Students would benefit from an innovative delivery of the Ontario curriculum. Student would be attending a school, which reflects the culture of their families – i.e. orientation to global education and the arts. They would have a strong sense of community. They would benefit from working with adult volunteers. Parents – Parents would be able to volunteer in many ways – committee work, in the classroom, on field trips, fundraising etc. This involvement would continue throughout their children's primary education. Parents who support this alternative program shared with the committee that alternative education programs have proven to be very popular in other Boards. Currently many families in Hamilton Wentworth are seeking alternatives. Private and independent schools enrolments are increasing. Home schooling organizations are seeing more and more families joining their ranks. A small number of Hamilton-Wentworth families who are seeking educational alternatives met in the fall of 2000. Early in 2001 a steering committee was formed. Through informal word of mouth communication of the concept in Hamilton Wentworth generated rapidly expanding parental interest. Within a few months 65 families currently outside the public education system became excited by the prospect of this proposed program being piloted by the Hamilton Wentworth District School Board. In September of 2001 the Board approved the decision making protocol and working in the spirit of the protocol the group has not held any further public meetings until Board decision on this proposal.
- **Secondary Principals** - The parents report that they have a large number of other parents who have indicated interest in participating in such a program, and the parents who have reported to the committee have certainly demonstrated their commitment and enthusiasm. Do we have an indication of the number of families currently selecting alternative forms of schooling that might be interested in this program? Our Board does have a history of offering "special programs" already, such as French Immersion, and system Alternative Programs that continue to attract students and maintain enrolments in specific sites.
- **Elementary Principals** – same as Secondary Principals, above.
- **OSSTF** - Information disclosed at committee meetings reported that some 65 families have indicated interest in the program. Although the presenters of the proposal to the committee were home-schoolers, there appears to be no information regarding how many of the 65 are in fact home-schoolers. The extent of the information gathering also appears to apply only to the West Hamilton/Dundas area. I understand that the program would be a system program with applications from around the Board. There really isn't anything to suggest that interest would be limited to families only in that area.
- **HWETL** – While the program proposers have a list of students whose parents have expressed an interest, it must be noted that participation in such a program is entirely voluntary and that withdrawal from the program is up to parental discretion. Any number of parents can withdraw their child at any time, for any reason.

Parental commitment to the program is limited to the extent of their support for it. Unlike the French Immersion program, the essential components of the alternative program proposal are available at any school in the system.

- **Home & School** – A small group of parents currently outside of the system would like to utilize schools, resources and staff to accommodate their vision of education. The program has not been vetted or offered to those already enrolled, so the *demand is really undetermined*.
- **School Council** - Indications from stakeholders that 65 parents have responded and would have their children attend.

iii. **Financial Viability – Will the program be self-supporting?**

- **Superintendent** - The program would not receive any more Board funding or support that they otherwise would receive under regular circumstances. The teacher staffing would respect the funding formula as outlined in the Board's current formula. Supplies and educational materials would also be generated through the current distribution of funds given to schools on a per-pupil allotment. The one time expense generated by this program would come from the new classroom start up fund. This is a currently Board budgeted funding line, which is used for the establishment of new classrooms. This fund would be used to purchase classroom furniture. Schools, which were visited, in London and Toronto expressed an increase in whole school support due to the housing of the alternative program. Increase administrative, secretarial and over lay support staff was allotted to the school due to the infusion of students, which they normally would not have registered in the building. In both schools visited there eminent school closure was prevented due to the infusion of more students to the neighbour school. From a financial prospect the Board will not experience increased costs and local schools who house the program will benefit from the extra resources generated due to an increased student population. The possibility of an Alternative Program in the HWDSB was initiated in October of 2000 by a parent who had taught at an Alternative Program and who had moved to Hamilton and wanted to have this option for her three children. By January 2001 (4 months later) there were over 60 families who expressed interest in the Alternative Program. The families attended meetings and showed strong support of the program. We believe this is strong evidence of the demand for the program – 60 families in 4 months who heard of the program through word of mouth only and demonstrated their commitment by attending meetings. These families are aware that if the program goes forward that entrance will be by a lottery. In London, demand for the APPLE program is demonstrated by a waiting list of 150-200 students.
- **Secondary Principals** - If placed in the public school system, the program would be funded as part of the school in which it is placed and in the ways other classes are funded. The impression given by the parents is that they intend to fundraise to provide additional support for the program needs, such as for field trips. It would be important to ensure that the program would not adversely affect the rest of the school in financial ways.
- **Elementary Principals** – same as Secondary School Principals, above, with the following suggestion: - *consideration could be given to putting a "site leader" position into the pilot site school.*
- **OSSTF** - The program would have to work within the Funding Model means (such as they are). A considerable financial factor does come into play when deciding on a class size. As the program exists inside the Board, the classes would be subject to all class size averages mandated by the Government. Any class less than the average would mean other classes in the system would have to exceed the average in order for the Board to meet the mandated system-wide Board average. Any statement that the alternative program classes would exceed the class average by some number would be an improvement over all the classrooms in the Board that would not have the ability to use that stipulation.
- **HWETL** – The alternative program might attract some parents who would otherwise be "home schoolers" but this is unlikely. People who school their children at home are not likely to be so simply satisfied, with greater access to the teacher and classroom but no control over how and what curriculum is addressed. Any students added to the system would add additional administrative and support costs. It would likely be a zero-sum gain for the whole system, but may negatively impact on other schools.

The student for such a program will most likely be drawn from the regular population of the school or from other catchment areas, depleting the numbers at their home school.

- **Home & School** – If student education was based only on tangible expenses, one could assume the program can be self-supporting with funding dollars attached to pupils. However, since 'time is money', an increased amount of effort required from administrators or teachers to facilitate the program could translate into *less time available for other programs within a school*.
- **School Council** – All indications from stakeholders and from personal observations in schools in Toronto and London that program needs no extra funding.

iv. Academic Viability – How will the program improve student learning?

- **Superintendent** - The Ontario Report on School Improvement Planning 2000 stresses parent involvement is a strong predictor for student success. The report recommends an active plan to increase parent involvement. Parents on the steering committee supporting this proposal have become students of education learning theory. This parent steering committee believes a strong academic program integrates best practices with a strong parent component. With this parent commitment being a highly stressed in the alternative program, the program may in turn create higher achieving students and happier parents. Student learning will be improved through regular enhancement meetings (e.g. every 4-6 weeks) between teachers and parents. The teacher will review the curriculum goals and the teacher may ask the parents to volunteer time, supplies or ideas so that the delivery involves a variety of teaching methods, is integrated, experiential and incorporates the goals of art and global education. Student learning will also be improved through the consistently reliable and co-ordinated use of parent volunteers under the direction of the teacher – e.g. field trips, setting up classroom for different units, co-ordinating supplies, etc. The skills of the parents in the community will be shared in classroom e.g. Musicians, artists, craftspeople, gardeners, etc
- **Secondary Principals** - Parental involvement and support are important to student success. The parent committee contends that enrichment activities are possible because parents are able to plan and participate in activities, and provide more field trip opportunities.
- **Elementary Principals** – same as Secondary Principals, above.
- **OSSTF** - Certainly, more classroom supports would be a significant advantage for the students. However, as the classes are to be filled by lot, there is no way to ensure that the program would be used to benefit the students who need those supports the most. I suspect that for a parent who has a child who is having trouble succeeding because the classroom supports needed cannot be funded would find it ironic at the least that a very small number of classrooms in only one school in the Board have all the classroom volunteers they need and the students there are placed without any needs-assessment.
- **HWETL** – Since parents are expected to make a commitment to enriching the classroom through their volunteerism, there are likely to be some benefits to student learning. However, student would be continuously in combined grades from JK to Grade 6, as long as they remain enrolled in the program. Given the new curriculum demands, this is a matter of some concern and such a situation would run counter to ETFO's extensive policy on combined grades.

Essentially, these parents have agreed to pool and focus their energy and resources to enrich their own children's educational experience rather than working to improve the regular classroom in their neighbourhood schools. Hence, the neighbourhood school is deprived of their energy, time and advocacy. A program such as the one proposed may very well serve to further benefit an already advantaged group at the expense of eroding parental support and advocacy at what would have been their home school.

- **Home & School** – Small classes, more adult volunteers, enriched resources would, of course, improve student learning. We also understand that the program would follow curriculum and participate in required testing.
- **School Council** – Through personal observation and in discussions with teachers and parents it seems the extra support (classroom assistance by parents) is beneficial. Teachers' instructional time is better used, resulting in more consistent teaching of the new curriculum.

v. Partnership Viability – How will the operational relationship between the proposed program and the Board be realized and supported?

- **Superintendent** - The parents supporting this alternative program indicated they are excited about the opportunity to help initiate a family model of public education that contributed to the broader definition of

'health' for Hamiltonian's. . They indicated they viewed that the program would start small in the primary years and if supported by the community, would expand to through the elementary years. They shared with the committee that the program would be part of the greater school community. They did not see themselves apart or in isolation of the educational community. They viewed themselves supporting the exiting school community by becoming involved with the local school council or parent group. These parents understood this alternative program would be under the supervision of a local school principal and that the location of the program was at the Board's discretion. The parents also understood that a stand-alone school would not be entertained. The proposal submitted by the parent group honours all Board collective agreements and respects the Boards' Human Resources policies. The proposal stresses the program will be open to all students. It will have open boundaries with transportation to the program being the responsibility of the participating parents. The proposal stresses the ideal site would be near a green space. Access to a gym and stage would be an asset. An active library, music room and computer labs would be welcomed. The proposal also stressed the initial success of the program would be built on being located in a community, which will welcome the program into their school. Program success would be increased if supervised by a principal and superintendent who took some interest in the pilot. Based on experiences of established alternative programs a size of 100 students would be ideal, initially the program would begin in the primary grades and as the children move through the grades so too would the program expand. The program will be influenced by facility selected and the class size regulated by Ministry formula. The proposal suggests the Board consider public advertising as it does for JK/SK registration, providing options of English/ French immersion and alternative programs. Public information sessions concerning the alternative program may also be considered by the Board. The parents proposal stressed the 'new' choice the Board may make available to parents should be explained and then parents can make informed choices. The group proposed a family based lottery system with preference given to sibling in the future years. (e.g. – Mr. Smith attends the information session, chooses to register his family, his family is drawn by lottery, his SK and grade 2 children enter the program, if the program continues he can be assured he has the option for his upcoming JK aged child to enter the next year.)

- **Secondary Principals** - The school principal would be key in establishing and maintaining the partnership and collaboration at the school level. There would be a need to ensure that there would be an adequate administrative team at the school level to ensure that the principal could devote the time needed to work with this program and the rest of the school. The program would have to comply with Board policies and other procedures; the principal would be responsible to ensure that this would happen.
- **Elementary Principals** – same as Secondary Principals, above.
- **OSSTF** - Very little has been said on this from my point of view. Although the Board has said many times that collective agreements will be honoured, there has been no indication of how the program would work. In order to determine if the collective agreement is to be honoured, it is necessary for the Federation to know what is to be expected of the teacher. Working things out as they go along and putting out fires is not the way to go. Everything needs to be up front instead of some decisions being made later that may in fact have implications on the collective agreement. I have found this lack of information on what the classroom looks like and the expectations on the teacher on a day-to-day basis to be somewhat frustrating.
- **HWETL** – Many questions beg a response:

Who would determine the number of students admitted to the program in each grade and how would this number be determined? The "average board-wise class size" is not a cap and classes in regular programs frequently exceed this average in the regular setting. With the benefits of smaller classes well recognized, will these students and parents have the unfair advantage of having their numbers strictly controlled? ETFO cannot support programs that would mean a detrimental impact on other students when board-wide numbers would be affected.

Would parents be included in teacher selection? Parents in regular programs do not usually have the same opportunity for input into who teaches their child.

Would teachers be expected to stay after hours on a routine basis to meet with parent groups to discuss the upcoming program and plans?

Goal #2 of the proposal is "to utilize innovative teaching methods to deliver Provincial curriculum". This is the goal of all classroom teachers and lies within the responsibility of the teacher. Are these parents expecting to teach or control how program is delivered?

Would the Board policy governing volunteers apply? It is the position of ETFO that volunteers working with children must be under the direction of a teacher at all times. Volunteers must not supervise students in the absence of a teacher, evaluate students, plan programs, or discipline students.

- **Home & School** – A strong partnership would be key to a successful program. All parties would have to be clear in their expectations and what they were willing to do to fulfil their commitment. *A process for reviewing accountability should be defined.*
- **School Council** – It has been indicated by stakeholders and through personal observation that all collective bargaining agreements will and have been followed. The new curriculum was being followed and maintained.

vi. **Expansion Viability – If there is a need to expand, how will this be accommodated?**

- **Superintendent** - The program should be initially accommodated in a school, which has room for expansion of the program. Ideally, as the program expands, this expansion will benefit the local school population as well as the pilot program. The Board currently has a number of schools, which could initially house the program and allow for expansion.
- **Secondary Principals** - no response
- **Elementary Principals** – Program should be introduced into a smaller school, which has some room for expansion. The pilot site should be staffed with adequate administrative and secretarial support.
- **OSSTF** - Initial placement of the program seems to be key. As the Board wishes to use an existing school with available space, if more classrooms are required, some issues may arise if rooms are not available at the initial placement. The home school should not be required to create more split classes or the like to create room for a program for the minority. The program may need to be moved if it outgrows its original home school in other schools with available space.
- **HWETL** – Or conversely, what would happen to the alternative program if the neighbourhood school's population grows and accommodation becomes difficult, as the committee noted had happened at one site it visited? Would alternative program parents be required to relocate their children to another site if the program is moved?
- **Home & School** – To offer credibility and stability to the program, *expansion options should be clearly outlined at the outset.* Uncertainty, lack of direction or intent can greatly affect the growth of special programs, as we've seen in the French Immersion program.
- **School Council** – Through observations of alternative programs in London and Toronto (where these programs have been running for up to twenty years), interest has grown to the point that there are waiting lists for grades kindergarten through six. Expansion may only be possible in schools with low enrolment.

vii. **Other Considerations – Item which may be unique to the program that require consideration.**

- **Superintendent** - The program will have a great deal of parent involvement. The school site selected to house the program should have ample parking. The traffic at the beginning and end of the day will also impact on a school. This traffic flow should be considered in the site selection process. Teachers who agree to participate in the program should have an awareness of the heightened degree of parent involvement within the classroom. Teachers who were interviewed in London and Toronto all enjoyed the professional experience and most preferred working in the alternative program to the regular program. They all agreed teacher awareness of the increased parental involvement ensured program success. Parents, teachers and school administrators interviewed by members of the "Proposal Review Committee" all agreed a parental code of ethics and a protocol for solving parent disagreement should be early in the development of the program. It must be stressed the classroom teacher and school principal have sole responsibility over the operations of the program.
- **Secondary Principals** - The issue of split or non-split classes would need to be decided. Would there be the appropriate numbers to ensure non-split classes? Roles would need to be clear from the inception of the program. For example, the role of the principal and the role of the parent committees connected to the program need to be clear. The principal must be seen as responsible for the both programs in the school, and be involved on the alternative program committees.
- **Elementary Principals** – no response

- **OSSTF** - The clear objective of this program must be considered. Is this program being considered because the Board wishes to attract home-schoolers? If this is the case, how many home-schoolers will be attracted? Who is the program going to benefit? Is the program designed to provide meaningful classroom support to those who need it?
- **HWETL** – Would there be sanctions against parents (or their children) if a parent does not meet the expectation for volunteerism?

The relationship between the alternative program and the neighbourhood school will take considerable energy and attention from the administrator (and all others involved) to sustain it on a positive level. For example, fundraising could become a delicate issue if alternative parents feel they need only to fundraise for their own child's classroom's needs.

- **Home & School – Equity:** How can we ensure that this program would be available to any student that might benefit from this learning environment? We are concerned that admission criteria could favour more advantaged families, such as those able to transport their children, volunteer significant hours during the school day or chaperone school trips. Though selection to the program is based on a lottery system, the candidate families would still likely fit this profile.

Location: Integrating the program within a school community demands honest dialogue and commitment to building a stronger community, not separate 'have' or 'have not' groups within a physical location. *We also feel that selection of location should be coordinated within relation to other school board implementation plans such as catchment redefinition, school closures, etc.*

Community Responsibility: Our organization promotes a public education system that reaches out to all its students. We encourage our parents to advocate for their school community, school board district and provincial education system as well as for their child. Our activities involve communities, not individuals, and we would urge others along the same path. Our multicultural school population is an opportunity for students and parents to develop citizenship skills and empathy for community needs. Any special program should be willing to address those needs.

- **School Council** – The teachers of this program must be aware that parent involvement is a part of day-to-day instruction. Also, parents must be made aware of the limits of their involvement.

A blending of school councils with equal representation is necessary. The principal in this blended school should be a strong facilitator.

Single grades would be preferable if possible.

Also, because stakeholders must provide transportation for students, a strong and effective traffic co-ordination must be in place.

viii. Committee Recommendations – Shall address the committee's support or non-support for the operation of a pilot project.

- Superintendent – would support the careful implementation of the pilot project.
- **Secondary Principals** - would support the careful implementation of a pilot project. Other Boards have been able to successfully open their doors to such proposals.
- **Elementary Principals** - same as Secondary Principals, above.
- **OSSTF** - The program as presented has little new to offer. There are parent volunteers across the system in hundreds of classrooms. Although the proposal does speak of other aspects such as a global perspective on education and a focus on certain disciplines, the reality of the rigours of the new curriculum leave teachers with little room to manoeuvre. The basic aspect is the parent involvement. Many schools face a shortage of parents who don't have the opportunity to be in the school often for reasons that vary from a conflict of time commitments with work or family to simply not having an interest in being in the school on a regular basis. Instead of having one or two classrooms with a surplus of the resource, it makes much more sense to me to begin a Board-wide initiative to invite parents into classrooms so as many students as possible can benefit from the interest and skills of these adult volunteers.

- **HWETL** – While the goals of the program are commendable, they match the philosophy and goals of schools that currently exist within the system.

The Board must make a recommendation that considers not just the wishes of a small group but also the well being of the whole system. The ramifications of endorsing this type of program at this time are far-reaching and significant. The Board must clearly grasp the potential precedents that may be a result of their decision.

The issues of charter schools and parental choice are highly controversial. Many of the aspects described in the proposal fit the criteria for charter schools. It is the position of the Elementary Teachers' Federation of Ontario that this is not the direction any public board in Ontario should be taking at this time.

- **Home & School** – For over 86 years, our parent group – Ontario Federation of Home & School Associations (OFHSA) has supported public education. We believe that our best chance to develop strong, healthy, well-educated and responsible adults is through our publicly funded education system. We've shown our commitment by encouraging and helping our children with their studies, volunteering at our schools, keeping ourselves informed of education changes and participating on school board committees to offer a parent perspective. Provincially, we meet as parents to discuss school, health and social issues in order to serve as advocates for all children.

We are firm in our commitment to any education system that is accessible, fair, and tolerant and one that embraces our cultural diversity and student needs.

Copies of this proposal have been circulated and discussed among our Home & School members.

In general, a program that encourages a strong relationship between teacher, student and parent endeavouring to improve student learning is welcomed. Many wondered why this dynamic network is considered "alternative" or unique – are not all parents urged to participate and support their students already?

Issues of equity, accessibility and sensitivity to the school community at large must be addressed as well.

As we feel that the proposed program is not alternative in substance, we do not support a pilot program at this time.

Instead, we would like to see this enriched model promoted and offered throughout the entire school district with strong support from trustees, executive council, school administrators and teachers. We are sure that many parents would be eager to participate more in their school communities if there was a sincere open door policy. We understand the value and importance of working cooperatively, as well as the roles and responsibilities of all stakeholders.

In some of our schools, parent involvement is encouraged and used to best advantage, but more commonly the 'working relationship' between school, students and parents is fragmented – some days are better than others!

We know that parents and students currently in the system are feeling stymied and unhappy with today's challenges in education. There should continue to be serious efforts to address their concerns through specific board-wide actions and guidelines for staff to implement. Parents should feel they can become part of the solution through their involvement.

- **School Council** – It is my considered opinion, based on observations of schools in London and Toronto, that a pilot project should proceed.

SUMMARY

Support Pilot—Superintendent, Secondary School Principals, Elementary School Principals, School Council.

Non-Support for Pilot—Hamilton-Wentworth Elementary Teachers Local, Ontario Secondary School Teachers Federation, Home and School.

- ix. *If the committee recommends the operation of a program pilot, an implementation plan with program assessment criteria will also be presented in the report.*

√ Implementation Plan

- The site selected should allow for expansion.
- The school community should be consulted and in agreement to housing the pilot project.
- The program should be established, with a bias towards straight grades respecting the class size averages of the Board.
- The program access must be equitable and open to all families in the District.
- The program may be established with up to 100 students.
- The formation of an Advisory Committee comprised of, for example a trustee, superintendent, principal, teachers, alternative program chair, and a parent to monitor the program should be established. This Committee would need to meet frequently initially. At APPLE Program in London they initially met every 3 months and then twice a year when the program was established.
- Initial orientation for parents to set expectations for parental involvement

√ Evaluation Criteria

- Financial assessment
- Enrolment Statistics
- Curriculum delivery
- Teacher's Job Satisfaction
- Parental Feedback

Tour of Brick St. School, APPLE Program

March 18, 2002

Representatives of the Proposal Review Committee– Chuck Reid, Sandra Emery, Michelle McNabb, Joe Spehar

Representatives of the Steering Committee – Cheryl Paterson, Meghan Davis, Laura Blew, Christine Roarke

The APPLE program started in 1984 by 23 home schooling families. The program is housed within the Brick St. School and consists of 6 classes within 5 classrooms. There is a JK class, a SK class, 1/ 2, 2/3, 3/ 4, 5/6 split classes. Currently there are about 160 students in the program with a waiting list of over 200 students. 100% of the students in the program come from out of catchment area.

We met initially with Pete MacIntyre, the principal of the school and Joyce Bennett, chair of TVDSB and trustee. We decided to break into groups to tour the classrooms and talk with teachers, volunteers and other representatives of the program.

After the tour, we met in the library for lunch and discussions. The following people were present:

Teachers from APPLE – Bernie Lawrence, Rhonda Foster, Amy Tessegman, Amanda McMichael, Sonia Doyle.

Brian Vale – APPLE Exec, present chair

Loralee Wettlaufer – APPLE Exec, past chair

Heather Manax – Brick St. School Council

Joyce Bennett – Chair TVDSB, trustee

Sharone Sandore – past registrar, parent

Issues that were discussed:Waiting lists/expansion

Two parents who moved their families closer to the school when they 'got in' expressed a strong level of commitment to the program.

Less than half of the children on the waiting list are of preschool age, the remainder are in other public schools, home schooled or privately schooled. The program has not expanded due to lack of space within the Brick St. School. The program has not moved as they feel they would lose a lot of their students in a new location. They would like to create a new program in another space. Feel they would have no problem filling the spaces in the program if given lead-time to let community know about the program. Recommended that program be close to where families who are interested are located.

Hiring of teachers

Process is same as in regular schools, if have opening, can advertise, and will provide info about program. Will have interviewing committee with 2 APPLE representatives (chair plus one parent) – prospective teachers know about this beforehand. Parents' role is to provide information about the program during the interview. The principal has the ultimate responsibility in hiring the teacher.

Interaction between school/program

Pete M. stressed importance of recognizing APPLE is a program within a school, not a separate entity i.e. one school, 2 programs. The general consensus was that the program works well within the school and that the APPLE program has benefits for the whole school. The school knows they will have a large number of volunteers to call on for school functions, APPLE volunteers help out the larger school population both in school wide events and classroom help in the school. It was felt that the schools could not be compared solely on levels of parent participation. Communication, knowledge and understanding play key roles in ensuring the programs work well together. To this effect, 3 APPLE reps and 3 Brick St. reps are on the school council as per the school bylaws. Pete M emphasized the importance of a good administrator. Because APPLE program can guarantee admission due to their waiting list, they can have a policy of not adversely affecting the rest of the school with the number of kids admitted.

There is an advisory committee made up of trustee, superintendent, principal, parent, 2-3 teachers, chair, vice-chair and registrar of APPLE. This advisory committee initially met every 3 months during start up but now meets every 6 months.

How to handle an increase in population?

First option would be to install portables, then a school study and then changing boundaries.

Does APPLE program have a separate budget?

No. APPLE parents raise about \$600 per class for classroom materials. If teachers needed other materials, they could get it out of budget. There is no negative impact on the funding of the Brick St. school as the programs are not the same and do not require the same materials. Brick St. teachers would follow the usual procedures for acquiring materials. It was felt that APPLE indirectly subsidizes the other program with respect to the school budget. Having many parent volunteers for field trips means transportation is not such an issue and frees up money from the budget for the Brick St. program

How is staffing handled?

Staffing is global for the whole school. Prefer to not move teachers from one program to another. Due to the fact that there is a waiting list, there are always enough students to fill the classrooms to justify teachers, can control numbers, especially at JK/SK level. Numbers at APPLE are high but not higher than in some other schools. Resource staff is based on student need, as is the case in other schools.

How is parent involvement handled?

Program enhancement meetings are scheduled every four to six weeks with a teacher and parents. The teacher tells parents what is planned for the next session and parents as a group come up with suggestions to enhance the material. One parent (duty scheduler) is designated as a liaison with the teacher and coordinates the schedule of volunteers once the teacher has outlined their requirements. A schedule is posted outside the room so that everyone knows who is volunteering. Each room has a binder with classroom duties. Only one parent is in the classroom at a time. Teachers have some days that volunteers are not encouraged e.g. for one teacher Friday afternoon.

One of the parents explained how parental involvement was different at APPLE than her child's previous school. At APPLE the involvement was before an event and was planned for. At her previous school the communication was less reliable and she would find out after or during an event that she could have been involved.

One parent also mentioned that the families help each other out with car-pooling and baby-sitting to accommodate family's needs.

What are the extra-curricular requirements of teachers?

Program enhancement meetings are the only extra-curricular requirement of the teacher. This is made known at the outset. Teachers reported that the time spent at these meetings was well worth it as it saved them a lot of time in preparation. It also allowed for much richer programming. Teachers are not required to attend general meetings.

How are disagreements between parents/teachers handled?

At the beginning, teachers lay out the "rules" and steps to take for handling problems. They will be discussed individually with the teacher and if not resolved with the principal. It was noted that disagreements are not unique to a program with a lot of parental involvement and have process for resolution similar to regular schools. Parents will often rally in support of a teacher if there is a perceived problem with other parents.

Are kids in regular school getting a "lesser" program?

The overwhelming sentiment here was absolutely not. The programs are different and meet the needs of parents and children in different ways. APPLE is an enhanced program; they have the resources (volunteers and finances) to do things differently. Neither APPLE parents nor students think they are "special", and Brick St students don't feel "deprived". They attend many events e.g. sports together.

If starting a program, what would you do differently?

Make role of school council very clear and clearly outline structure and responsibilities of the program executive, the school council and home and school.

Make principal a member of committees so that he/she is well informed and can inform parents.

Choice of principal is crucial

Include members of schools of other program in the program council (i.e. have someone representing Brick program on the APPLE council)

Have only single grades – new curriculum is not conducive to multi-age classrooms. There is value to having multi-age groupings

Preparation, education, orientation of parents and teachers.

At outset of program, implement a conflict resolution plan and strategic planning committee

Expect growth i.e. will be larger than initial size proposed

Plan for extra vehicular traffic – stagger class times? parking, duty parents, example of kiss and ride program.

What are volunteer roles?

Fundraising, strategic committee, enhancement meetings, general meetings, APPLE works (publishing books written by students), classroom duties, classroom help performed at home, executive committee (comprised of chair, registrar, co-registrar, secretary, vice-chair of strategic planning), assisting on field trips.

Parents are expected to volunteer approximately 10 hours per month per family. Have forms to track hours, if cannot make time commitment can explain why not, usually evens out throughout the school year and has not yet been a problem.

Benefits of APPLE – according to...

Parent volunteer – likes being in classroom with the child, can have same teacher for more than one year, family atmosphere, strong sense of community and support for parent and child, ongoing dialogue with teacher about child's progress.

Brick St. School – large pool of active parent volunteers help out in school wide events, e.g. book fair, also help individual students in school. Fundraising efforts help out school by freeing up funds from school budget. Parent volunteers provide resources that otherwise would come out of school budget i.e. transportation. APPLE program increases over all numbers so funding for support staff is available for whole school e.g. librarian, music, French – shared resources.

Teachers – kids learn self-confidence, how to work independently, be comfortable around other adults, respect classmates and adults, be more attentive, learn more than just the curriculum – also learn people skills. Parent volunteers allow for a more enhanced and rich programming with less prep work and planning on the part of the teacher. Allow teachers to utilize talents/resources of parents in program. Kids are like family by the end of the program
March 21, 2002

Proposal Review Committee Report - Sandra Emery (HWETL Vice-President)

Re: Visit to Beaches and Apple Alternative Programs

- The programs are not designed to meet any perceived student needs but rather to address parental preferences and vision. The educational needs of these students could be accommodated in regular programs.
- Generally numbers are at or below the class sizes in the “neighbourhood” school as these parents recognize the benefits of smaller classes. On the other hand, the average board-wide class size is not a cap and regular classes frequently exceed the average.
- Although likely unintended, there is some indication of “streaming” of students. For example, Beaches students are advised that resource support is unavailable, potentially dissuading students with learning problems from entering the program. Every student is the product of a home in which at least one parent has the time and resources to be heavily involved in his/her education, and can provide transportation, in itself making this an exceptional group. These programs may very well serve to further benefit an already advantaged group at the expense of eroding parental support and advocacy at other schools.
- Students are continuously in combined grades as long as they remain enrolled in the programs. Given the new curriculum demands this is a matter of some concern and runs counter to ETFO’s very extensive policy on combined grades.
- Both programs have waiting lists indicating considerable demand for entry. Participation in such a program is voluntary and withdrawal from the program is entirely up to parental discretion. Parents are only committed to the extent that they are satisfied. Admission to both programs is generally fair and open but both programs give preferential treatment to siblings of current (and even former) students. The Admissions Committee strictly controls Numbers, for the most part (which includes parents, if not entirely composed of parents).
- Both programs adhere to the Ontario curriculum and have policies that state that the teacher is in charge of programming, assessment and discipline. There appears to be clarity about what are appropriate tasks for parent volunteers. It was stated that the collective agreement is honoured although teachers are expected to participate regularly in after-hours meetings with parents. Parents are included on the interview team during the posting process. Parents in regular programs do not usually have the same input into who teaches their child.
- How many of these parents would actually be home-schoolers? The population of these programs is drawn from other catchment areas, depleting the numbers at their home school. The financial benefit of enticing students who would otherwise be home schooled is difficult to determine.
- Both programs have felt the need to take steps to establish or maintain a positive relationship within the school community. Also there is an internal process for conflict resolution.
- Future expansion is an issue of discussion at Apple since the “neighbourhood” school is at capacity and includes six portable classrooms. Apple parents indicated that they would not change sites with the program.
- Parents are very positive about their children’s school experience and the programming they received. Since they are expected to make a commitment to enriching the classroom program, there are likely benefits to student learning. However, I think there are overall ramifications for the neighbourhood school. For instance, is the level of parental involvement at Kimberly School low because the parents with the resources and time to volunteer enrolled their children in the Beaches program? Essentially, parents in these alternative programs have agreed to pool their resources to enrich their own children’s educational experience instead of working to improve the regular classroom in their neighbourhood schools. The neighbourhood school is therefore deprived of their energy, time and advocacy.
- Parents at both schools expressed obvious satisfaction with the programs. There was no opportunity to discuss the concerns of any stakeholder who might have reservations about the programs. Are we to assume none exist?

- The programs we visited have been in existence for quite some time and were established in a much different social, educational and political climate than currently exists in Ontario. The issues of charter schools and parental choice are highly controversial. Is this a direction any public board in Ontario should be taking at this time?

Proposal Review Committee Review Report – Marg Bowman (OPC – Principal, Westdale S.S.)

Summary Notes: APPLE Program – Brick Elementary School, London, Ontario

1. Parental Viewpoint:
 - Programme feels like a family
 - Use of parent expertise to support the programme
 - Parents sit at the table ("Programme Enhancement Meetings" held every 4 to 6 weeks) to plan together how expectations to be met e.g. involved in determining resources and support at the planning stage of units of study
 - All parents committed to and involved in the programme
 - Concern over placement of their children when leaving the programme at the end of Grade 6.
 - Parent volunteers regularly scheduled to assist in the classroom and on field trips
 - Feel their children receiving enhanced/enriched opportunities in the programme e.g. field trips, leadership opportunities
 - Working to have classrooms and students in both programmes interact e.g. go on field trips together
 - Goal to not affect school staffing negatively in the whole school i.e. numbers are "controlled" for the Apple programme to justify the staff delegated to the Apple programme
 - Apple "indirectly" supports rest of school i.e. parents fundraise and do not use bus travel funds so that more of these are available for the rest of the school.
2. Teacher Viewpoints:
 - The hour spent with parents in the planning saves work for the teacher i.e. parents help set up and supervise experiments
 - Teacher is in charge of the curriculum and the classroom
3. Role of Principal:
 - Responsible for both programmes in the school
 - Ensure that both programmes guided by and complying with Board policies e.g. field trip protocols
 - Works on "one school, one staff" philosophy - important for principal to ensure that the two programmes are part of the same school
 - Responsible for selection of staff for the Apple programme. Interview team includes two parents whose role it is to inform the prospective candidates of the nature of and the involvement required in the programme
 - Needs to be involved in the programme and its committees
 - May be challenges in allocating staff assigned because Apple not staffed separately and cannot combine grades of students from the Brick programme i.e. may have 25 grade 5's in Apple and 15 grade 5's in Brick and must keep them separate
4. School Council:
 - Apple programme has its own Advisory Committee, established before the requirement for School Councils
 - Brick School Council has bylaws which reflect the two programmes in the school – 3 parents from Apple and 3 parents from Brick on the Council
 - Emphasize that they *are one school with two programmes*
5. Brick/Apple Advice to Us:
 - Clarify roles and responsibilities for parents, teachers, principal, School Council at the start.
 - The Principal needs to be a member of the Apple Committees – need to see the principal as fundamental to the programme.
 - Teachers would like single grades rather than split grades.
 - Provide a thorough process of orientation for teachers and parents.
 - Have protocols in place e.g. Conflict resolution process, Strategic Planning process
 - Expect growth in the programme and anticipate in advance how to handle this growth.
 - The right leadership in the school is key.



*Hamilton Alternative
Program: an innovative
community-based program
rich in the arts and global
education.*

**Proposal to the
Hamilton-Wentworth District School Board
for an Alternative Program**

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Introduction

According to a recent poll published by the National Post in their quarterly report on the State of Education, 33% of Canadians think the purpose of education is to help students prepare for work. 23% believe the main function of schools is to promote citizenship and character building while only 17% feel that the most important purpose of schools is to encourage intellectual growth and a desire for learning. This shows there are a significant number of parents who have different educational goals for their children.

Many parents interested in alternative education feel it is more important to foster a life-long desire to learn and encourage creative thinking, a child-like wonder of the world and a thirst for knowledge. An ideal way to foster this love of learning in children is an involved and caring community of parents, teachers and students, innovative teaching methods for delivering curriculum and an increased emphasis on arts and global education.

This proposal for a HWDSB alternative program for elementary students has been put together by a group of parents from the greater City of Hamilton who are committed to an educational philosophy and program delivery that is not currently available through regular Board programming. This proposal is the end result of a collaborative effort by a group of parents, teachers, extended family and community. Much was learned about education in the process of clarifying the group's needs and desires for their children's education by researching educational theories, visiting existing elementary alternative programs and having discussions with principals, teachers, ASAC (Alternative Schools Advisory Council -TDSB), Board and union representatives, trustees and members of the community.

The Hamilton Alternative program is alternative in the following four ways:

1. Program Philosophy– holistic, integrated, experiential learning that is achieved through a child-centred approach which embraces multiple learning styles (Gardner's Theory of Multiple Intelligences), allowing each child the opportunity to learn.
2. Family/Community Role –consistent and active participation of families, which is facilitated by teachers in order to create a caring, learning community.
3. Student evaluation – ongoing student assessment by teachers, which is regularly, shared with students and parents and respects current Ministry initiatives.
4. Class environment – multi-age groupings, co-operative rather than competitive, consistently “green” classroom, intrinsic rather than extrinsic motivators, regular art and global education themes.

1. Program Philosophy

The aim of the program is to have children learn in a holistic, integrated and experiential fashion on a daily basis. Here students will learn the Ontario curriculum through daily integration of physical movement (games, dance, physical education), art (music, drama, visual arts, story-telling), environmentalism (science, outdoor education) and interpersonal skills (co-operation, collaboration, community building).

2. Family/Community Role

Families involved with the program will be actively participating in the community. Our role as a cohesive group committed to this specific philosophy and application of learning would be to support the work of the classroom teacher. Parents will commit to regular participation in their child's learning and become partners in a learning community with students, teachers and principals. Parents will become learners themselves, attending workshops, reading program specific materials and encountering the curriculum and its implementation.

3. Student Evaluation

While student evaluation will be specific to the curriculum expectations, regularly shared assessment will be ongoing. Assessment will be based on an understanding of a child's multiple learning capacities. Teachers will respect Ministry mandates. Students and their parents will have an integral role in regular reflection. Intrinsic motivation encourages students to take greater responsibility for their work by setting goals, assessing accomplishments accurately and objectively and to seek quality.

4. Class Environment

The school culture will feature multi-aged groupings, co-operative learning strategies, self-paced learning, and environmentally friendly practices that provide the consistent daily context in which a student's learning takes place.

Summary: Although aspects of this alternative program may also be found in other Hamilton schools or individual classrooms, what distinguishes this alternative program is that it is a defined program that offers consistent program content and delivery from classroom to classroom from year to year.

Comparison of ALT Proposal to Protocol items

The Board has taken the proactive step of developing a *Decision-Making Protocol for Alternative Education Programs*. It has been used as a framework to discuss the Alternative program proposal with respect to how it fits the protocol items.

Protocol Items – Part 1

Protocol Item	ALT proposal	Example
i) Location at discretion of Board	The majority of interested parents are in the West Hamilton-Dundas area. This area would be most accessible for parents expressing their commitment to the program. See Proposal pg.12	Strathcona, Dundas Central
ii) no stand-alone full school alternatives	Since the Board is under fiscal constraints, this program pilot would be ideally suited to an under-utilized school in order to remain fiscally neutral.	Other alternative programs operate successfully within other schools, i.e. APPLE in London, High Park in Toronto.
iii) no alternative education program may have a separate “collective agreement”	This program will respect the collective agreement.	Prep time, supervision, hiring and instructional policies of HWDSB will be respected.
iv) all proposed alternative education programs must respect existing human resources policies	This program will respect existing human resources policies and support goals of retaining quality employees, providing staff development, recognition and accountability.	This program provides an alternative opportunity for teachers within the public school system.
v) all proposed alt-ed programs must meet student achievement and accountability expectations	This program will meet student achievement and accountability expectations.	Student’s individual learning styles will be recognized and celebrated.
vi) all alt-ed programs must respect and have School Council representation	This program will respect and have representation on the host School Council.	

Protocol Items – Part 2

Protocol Item	ALT proposal	Example
i) Name of program	The program name will be chosen with the involvement of participants as a community building activity.	
ii) vision, goals, objectives	<ul style="list-style-type: none"> • To ensure parents and teachers form an active partnership in a learning community. • To utilize innovative teaching methods to deliver the Provincial curriculum. • To create a strong sense of co-operation and community between families, children and school. • To incorporate global education into the school community. • To foster an appreciation of arts and recreation. <p>See Goals Pg. 8-10</p>	<p>Teaching strategies will include;</p> <ul style="list-style-type: none"> • physical movement i.e. games, • art i.e. music, • social environmental studies i.e. pioneers, • social skills ie. co-operation, tolerance, <p>on a daily basis.</p>
iii) curriculum program focus	<p>This program will meet the Provincial Curriculum Guidelines.</p> <p>See Goal #2, Pg 9</p>	Parents/community offering their abilities and assistance in various ways in the classroom and behind the scenes would enrich the educational programs.
iv) grades involved, size of program	<p>Initially, the ALT program would like to start with no more than 75 primary students -from JK to Grade 4 depending on interest.</p> <p>As of June 2001, 75+ committed families-many currently home or privately schooling their children; have expressed their need for an alternative program.</p>	Several multi-aged classrooms would be proposed depending on ages enrolled. A small size is preferable to encourage a sense of community.

Protocol Items – Part 2

Protocol Item	ALT proposal	Example
v) admission and over-subscription	This program would be open to all students within HWDSB jurisdiction. Over-subscription would be addressed by a waiting list and/or a lottery system.	Many alternative schools are so popular they have lengthy waiting lists and often resort to lotteries.
vi) resources , budget required	Classrooms will require furnishings and materials similar to current classrooms in HWSDB.	
vii) staff required	As per collective agreement	
viii) program monitoring and review	Yearly reviews during the pilot with an alternative program committee member, the principal, teachers and HWDSB officials.	
ix) transportation	As per board policy. Students will arrange own transportation.	A proximity to public transportation would enable greater accessibility.

Protocol Items – Part 3

Protocol Item Alignment with...	ALT proposal	Example
Education Act	This program fully complies with the Education Act.	
Ontario Curriculum Guidelines	This program will follow Provincial Guidelines.	Deliver curriculum with innovative methods that are holistic, integrated, experiential, child-centred and community oriented.
Policies and Procedures of HWDSB	This program is consistent with HWDSB policies and procedures.	
Strategic directions, goals and objectives of Board	<ul style="list-style-type: none"> • Program Goals – This program has the potential to improve achievement for students, see Part 1 (v). • Human Resources – This program will provide another opportunity for teachers, Part 1 (iv). • Resource Allocation – This program will attract and retain more students by providing “choice” which is a Ministry directive. • Relationships – This program supports the partnership model and builds community; see Goal 1 –pg 8 and Goal 2 – pg 9. • Communication – takes place on a regular basis at school level see Goal 1-pg 8 and at Board level, see Part 2 (viii). • Governance – This program will respect and have representation on school council, see Part 1(vi) this pilot will participate in monitoring and yearly review by HWDSB, see Part 2 (viii). • Accommodation – This program addresses under-utilization by providing choice and allows space that must be maintained to be utilized, making operations more cost efficient. 	<ul style="list-style-type: none"> • Individual learning styles will be addressed and more assistance in the classroom may assist some students to realize their potential. • Some teachers may seek alternative opportunities. • Home schooling and private education are increasing alternative programs will keep public education strong and vital. • Students, parents and teachers work in partnership. • Ongoing sharing of student’s progress with parents and student. • Sup’t Reid has supporting figures about accommodation from the Board in Edmonton.

Protocol Items – Part 3

Protocol Item Alignment with...	ALT proposal	Example
Collective agreement and community partnerships	<p>The program will respect all Collective agreements.</p> <p>Complements HWDSB “Commitment to our community”</p> <p>Parents will</p> <ul style="list-style-type: none"> • Have the opportunity to influence and understand future direction. • Support public education • Participate in a partnership with the school through commitment, respect and responsible involvement. <p>Actions will be</p> <ul style="list-style-type: none"> • Focused on student performance <p>Board will</p> <ul style="list-style-type: none"> • Be partners in the decision-making process <p>Students will</p> <ul style="list-style-type: none"> • Value life-long learning • Function both independently and co-operatively • Be self-motivated and willing participants in their own learning. 	<ul style="list-style-type: none"> • Regular and consistent parental involvement • School council representation • Parents are partners in learning • Parent participation supports teacher, enhancing student performance. • Child led learning facilitates motivation. • Intrinsic vs. extrinsic motivators • Co-operation over competition

What is an alternative program?

Supporters of this program believe in public education. Their notion of alternative is one that represents a refinement within, not a departure from the public education system. This program will not function independently from the board; it will work in co-operation and partnership under the Board's jurisdiction.

It is our belief that public education can serve all children, and that it is neither necessary nor desirable to serve them all in the same way. There is strength in diversity, and providing parents with options strengthens the public system. Alternatives are different not better.

Alternative schools and programs have been successfully implemented throughout Ontario. Some of these schools have existed since the 1970's. There is one school in London, one in Beamsville, 9 in Toronto and 5 in Ottawa-Carleton. All are publicly funded elementary schools. Some are schools unto themselves; some are programs within schools allowing schools that are under-utilized to make better use of space and resources.

The purpose of an alternative program is:

- to establish a *co-operative partnership* between parents and teacher;
 - to create an *enriched developmental, child-centred learning environment*;
 - to foster *a sense of community* between school and home,
- on a daily basis throughout the child's schooling.

The educational programs would meet the Provincial Curriculum Guidelines and would be enriched by parents offering their abilities and assistance in various ways in the classroom. Teaching strategies such as integrated, holistic learning would be more successfully implemented when the child: adult ratio is reduced by regular parent involvement in the classroom.

The alternative program would be based on these five goals:

Goal 1. To ensure parents and teachers form an active partnership in a learning community.	
Objectives: <ul style="list-style-type: none"> • Create an atmosphere in which all parents feel free to contribute ideas and skills, • To utilize parent participation on a regular basis as an integral part of program delivery. 	Strategies: <ul style="list-style-type: none"> • Require active parent participation i.e. working with students, support services, special events, executive/committee work, • Have teachers facilitate parent involvement, • Have executive committee that ensures parents understand their commitment, • Organize family socials, parent education nights.
Benefits: <ul style="list-style-type: none"> • Decreased adult: child ratio means more individual attention for students. • Increased parent involvement expands pool of resources to enrich educational program. • Better teacher/parent communication. 	

Goal 2. To utilize innovative teaching methods to deliver the Provincial curriculum.

Objectives:

- To utilize teaching methods which foster a child's interests and love of learning,
- To use a variety of teaching methods and styles to deliver the core subjects,
- To focus on a child's abilities and strengths,
- To encourage a child's sense of ownership and accomplishment for their learning.

Strategies:

- Integrated, holistic learning,
- Individualized learning,
- Experiential learning i.e. learning through play,
- Multiple learning styles i.e. kinaesthetic, visual,
- Blend structured teaching, learning centres and child-initiated study.

Benefits:

- Innovative teaching methods enhance a child's development; socially, physically and intellectually, and allow discovery of the world around them through experiment and experience.
- Child-led learning allows the child to share responsibility for future educational success.

Goal 3. To create a strong sense of co-operation and community between families, children and school.

Objectives:

- To foster a caring, respectful, and safe environment for learning,
- To foster a learning environment where co-operation is valued over competition,
- To celebrate diversity within the community,
- To create a positive and respectful working relationship with the larger community.

Strategies:

- To implement a school-wide model of conflict resolution and anti-racist/anti-bullying programs,
- To implement community building projects i.e. plant a tree initiatives, fundraising for food banks, open houses
- Exposure to different cultural experiences i.e. foods, customs, traditions and different groups in community i.e. seniors.

Benefits:

- Children learn to support their peers in the learning process.
- Children learn how to deal with conflict in an effective manner.
- Children feel a connection to a larger community beyond their immediate family.
- Children learn an appreciation for the diversity of their community.
- The Alternative program is more visible in community.

Goal 4. To incorporate global education into the school community.

Objectives:

- To implement a strong environmental science (ecology) program,
- To foster student awareness of ecological and social responsibility,
- To foster social responsibility and awareness so that children can be active citizens in their community.

Strategies:

- School wide recycling/composting program,
- Environmental audits, garbage less lunches,
- Celebrate international days i.e. Earth day, World Food Day,
- School wide units i.e. Black History, Peace.

Benefits:

- Children are directly involved in activities that are environmentally friendly.
- Children learn that classroom materials i.e. paper are a product that comes from nature and should be conserved.
- Children learn they can contribute to the development of an equitable and healthy community.
- Children recognize that they can make a difference.

Goal 5. To foster an appreciation of the arts and recreation.

Objectives:

- To foster children's creativity, imagination and self-expression,
- To develop an appreciation of different forms of art – music, literature, visual arts, developmental drama, theatre, oral tradition,
- To use art as a learning tool within core subject areas.

Strategies:

- Incorporate music, song, simple instruments, movement,
- Provide opportunities to explore art through field trips, class visitors, guest artists,
- Provide opportunities to explore different arts i.e. pottery, painting,
- Incorporate art forms into lesson plans; i.e. drama, dance, art journal,
- Encourage a physically active learning environment i.e. games, dance, hiking.

Benefits:

- Artistic learning supports a well-rounded intellectual development.
- The arts provide a positive way for children to express their emotions and physical energy.
- Children understand that the arts are another way of communicating meaning.
- Children are exposed to alternative teaching methods (right brain vs. left brain thinking).

Who would make the difference in this program?

The Ontario Report and Guide on School Improvement Planning 1999-2000, p.10 states that *"because parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it."*

Parents involved with this program must take an active role in their child's education. Before children are enrolled in this program, parents are made aware of the nature of the commitment they are making to this program. Parents must understand the importance of consistent participation in the classroom so the innovative teaching methods proposed can be implemented.

Some examples of family involvement are:

- Interaction with students i.e. reading with children, math groups, small group projects,
- Planning and delivering enrichment activities under the teacher's guidance that make use of parent's skills; i.e. computer programming, storytelling, coaching, or woodworking,
- Support services; i.e. Assisting in the classroom – provide snacks, organize Scholastic Book order, organize library, clean up craft area,
- Special events and field trips; i.e. seasonal celebrations, skating parties, museums, nature walks, concerts, social events,
- Executive / committee work,
- Curriculum team committee involvement,
- Assist with implementing program-wide themes,
- Active role on parent council.

In order that this program is accessible to all, participation in this alternative program would not be limited to parents. Grandparents, community contacts and relatives would be welcome to share in the child's schooling. There are a variety of ways families can help, both during the day and in the evening. In order to ensure the safety of students, volunteers will be asked to undergo police checks.

In the current system, parents are welcomed in some schools and in some classrooms, however they are not consistently able to participate in their child's education from year to year. The big difference in an alternative program is that *family involvement on a consistent basis* is welcomed and needed throughout the child's school career. Parents play a critical role in the classroom and in supporting the program. They also play a major role in modelling positive approaches to discipline, self-respect and respect for others.

Why is a program like this needed?

Implementing the educational approaches shown by cognitive research to be the most effective; such as experiential, integrated and holistic learning, and individualized learning plans requires much of a teacher's time, resources and creativity. The family's role in an alternative educational program will be to supplement the work of the classroom teacher – planning, preparation and delivery. Having more than one parent in the classroom on a daily basis enables the teacher to better meet the individual needs of the students.

This program is needed because it will provide a variety of parental interests and aspirations that are not presently being met within the existing system.

More and more parents are choosing to privately or homeschool their children. A Board offered alternative will result in increased enrolment and resources in HWDSB so public education will stay vital and strong.

Benefits:

- Attracts parents who otherwise seek options outside the public education system, thereby bringing students back to the public school system,
- Provides parents with options within the public school system,
- Enables implementation of innovative educational methods, such as integrated and holistic learning,
- Allows teachers to utilize not only their time and skills effectively but also those of parents,
- Provides a model for parent involvement for the larger school system.

Where would this program be located?

Being cognizant of present day financial realities and desiring the program will be a fiscally neutral or positive program for the HWDSB, the alternative program should be established within an available larger school.

The solicited location should:

- be able to accommodate an enrolment of at least 75 students less than capacity and ideally have room for future growth.
- be accessible to the largest number of interested families to ensure enrolment in the first years. The committed participants are primarily from the West Hamilton/Dundas area.
- be adjacent to main line public transportation to facilitate participation from all parts of the city.
- provide a physical environment with a self-contained area (i.e. own floor or wing) ideally with its own entranceway and a green space in close proximity to ensure program activities do not conflict with regular school activities. An active library and functional

gymnasium, stage and playground would be assets in order to facilitate program goals of arts, recreation and innovative teaching methods.

It is essential that the larger school's climate include an administrator receptive to the alternative program philosophy.

When would this program start?

The goal is for the program to commence operation in September 2002. The program would start with 2 or 3 mixed-age classrooms.

How would the program be run?

- The alternative program would work in co-operation and partnership with the school community.
- The program would be accessed through open boundary.
- Teachers are in charge of the direction of the curriculum and its delivery within the classroom. Programs would be designed around parent participation and the skills they offer to the children's learning experience.
- Parent's participation would serve to enrich the learning experience and enhance the effectiveness of the teacher's leadership.
- The research group has suggested that the unique nature of the program be reflected in the postings for teachers.
- The research group further suggests students in Hamilton-Wentworth will be accepted on a first-come, first served basis until capacity is reached. A waiting list and/or a lottery system may be used for future students. Other alternative schools use factors such as sibling priority and/or geographical representation as well to determine their student population.

Since one of the cornerstones of alternative education is family involvement, a committed and organized volunteer force is essential. Interested families would be provided detailed information to ensure that they understood and agreed with the program's philosophy and the level of commitment required of them for enrolment of their child. Each year parents would sign a letter of understanding and intention confirming this commitment.

Appendix

Copies of the following resources are available through Superintendent Reid's office upon request.

Toronto District School Board

- High Park Alternative School – Family Handbook
- Scarborough Village (Alternative) Public School – Family Handbook

London Board of Education

- A.P.P.L.E. Handbook

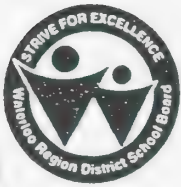
Ottawa-Carleton District School Board

- Welcome to OCDSB Alternative Elementary Programs
- Lady Evelyn Alternative Public School
- Grant Alternative Public School
- Churchill Alternative Public School

Resources

- Gardner, Howard (1993) "Multiple Intelligences: the theory in practice" New York, Basic Books
- Kohn, Alfie (2000) "The Schools our Children Deserve: Moving Beyond Traditional Classrooms and Tougher Standards" Mariner Books
- Miller, John P. (1996) "The Holistic Curriculum" Toronto, Ontario Institute for Studies in Education

Henrik Bechmann 416-538-8040 henrik@interlog.com (chair of the Alternative School Advisory Committee in Toronto)



7

Waterloo Region
District School Board

51 Ardelt Avenue, Kitchener ON N2C 2R5
Ph. (519) 570-0003 ext. 4111; Fax: (519) 742-1364

March 4, 2002

Referred from the April 22,
2002 Meeting of the Board

The Honorable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, ON M7A 1L2

Dear Minister Ecker

The Waterloo Region District School Board approved the following motion at its regular monthly Board Meeting held on Monday, February 25, 2002--

That the Waterloo Region District School Board send a letter to the Minister of Education calling on the provincial government to:

- (1) *create ecological/environmental literacy as a distinct focus and goal in the provincial curriculum;*
- (2) *develop a specific provincial curriculum for ecological/environmental education;*
- (3) *retain environmental science as a teachable subject in the faculties of education, or create a new ecological/environmental teachable subject.*

The province's Environmental Commissioner, Gord Miller, stated in his annual report "there is a critical need for Ontario's public to understand complex environmental issues." The Ministry has claimed that its decision to remove Environmental Science from the new Ontario secondary school curriculum doesn't take anything away from students because environmental issues are integrated into other subjects and taught throughout the curriculum. However, a report based on a year of study and published last spring claims that "integration has watered down, not strengthened" environmental teaching.

Furthermore, students in faculties of education are not taking environmental courses because they no longer count as a credit toward a "teachable" subject. Without taking these courses, graduating teachers are less qualified to deal with environmental issues, even as they are supposedly integrated across the curriculum.

At a recent Board of Director's Meeting of the Ontario Public School Board's Association (OPSBA), a motion was passed to lobby the Ministry of Education to return environmental education to the curriculum. It is the intent of the Waterloo Region District School Board to support OPSBA's action.

A response relating to this concern would be appreciated.

Sincerely

Sandy Shantz
Chairperson of the Board

cc: OPSBA
Public District School Boards



The Hamilton-Wentworth District School Board**Memo**

TO: Merv Matier, Director of Education and Secretary of the Board
FROM: Don Grant, Superintendent of Business and Treasurer
DATE: May 6, 2002
RE: New Elementary School on Templemead Drive

Recommended Action:

Moved by: _____

That the Board approve a total project budget for the new elementary school on Templemead Road of \$8,400,000 to be funded from the Capital Reserve Funds.

That the Board approve a contract with G.S. Wark Limited as the General Contractor for the construction of a new elementary school on Templemead Road at a cost of \$7,349,000 (before GST) conditional upon building permit approval and finalization of day care costs with the Umbrella Board.

Rationale:

As reported to the Board in October 2001 the Templemead project has been tendered and the purpose of this report is to seek approval in order to award a contract for the construction of the school. In order to provide for the opening of the new school effective September 2003, it is important that a contract be awarded in early May 2002. This report provides information pertaining to the tender process, increase in construction costs, municipal planning status and Umbrella Board review of tender results.

Tender Process

Pre-qualification of Bidders was advertised in the Hamilton Spectator and the Daily Commercial News on February 6, 2002. Accordingly, 8 general contractors were pre-qualified and invited to submit a tender for the work identified in the specifications and detailed drawings package prepared by Svedas Koyanagi Architects Inc. The tender period closed for General Contractors on April 24, 2002. Bids were received from all of the contractors pre-qualified and a summary of bids is attached as Appendix A.

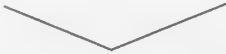
Michael Burjaw, Manager of Purchasing, John Van Troost, Capital Projects and Jim Koyanagi, the Board's architect, conferred in order to review the tenders submitted. Based on this review the submission of G. S. Wark Limited is recommended for approval for the following reasons:

- Tender submitted is the lowest bid.
- Subcontractors listed are satisfactory.
- Bonding, Insurance issues are in order.

Increase in Construction Costs:

The Board first approved pursuit of the construction of a new elementary school on Templemead Road in June 2000. At that time, the total cost of the project was estimated at \$7,200,000 of which construction costs (i.e. General Contract and Contingency) accounted for \$6,050,000.

The total project budget (see Appendix B) recommended for this initiative is \$8,400,000 of which construction costs (i.e. General Contract and Contingency) account for \$7,307,000.

	June 2000 Estimated	May 2002 Budget Recommended
Construction Cost:		
General Contract	\$5,860,000	\$7,092,000
Contingency	<u>190,000</u>	<u>215,000</u>
	<u>\$6,050,000</u>	<u>\$7,307,000</u>
Area (square feet)		
Total	54,000.0	62,792.6
Less: Day Care	<u>--</u>	<u>3,525.0</u>
	<u>54,000.0</u>	<u>59,267.6</u>
Cost/square foot	<u>\$112.04</u>	<u>\$123.29</u>
		10.04% Increase

As demonstrated above two factors account for the increase in costs: the overall area of the school has increased and there has been a significant increase in construction costs. Construction costs have increased by approximately 10% in the past two years. It is interesting to note that the funding model benchmarks for new construction have not received any increase since the model was first introduced in 1998.

Municipal Planning Status

Since October 2001 the following municipal planning process steps have been accomplished:

- City held public meeting on October 23, 2001 as required under the provisions of the Planning Act.

9-2

- Approval of Draft Plan of Subdivision received. One appeal was submitted by a resident with respect to the Draft Plan of Subdivision. However, the appeal was subsequently withdrawn as the issue was resolved by the City without revision to the Subdivision Plan or conditions of approval.
- Approval of Rezoning Application received.
- Site Plan application has been submitted.
- Application for Building Permit has been submitted.

The Board's planner has confirmed that we are very close to finalizing the Site Plan agreement for the new school. As of May 2, 2002 there was only one minor issue and City staff do not anticipate any difficulty in finalizing the agreement. It is estimated that all matters required for approval of the site plan agreement will be finalized by May 10, 2002. In addition, it is my understanding that the Building Permit is well underway for approval.

Umbrella Board Review of Tender Results

The Board resolution regarding the construction of a child-care facility as part of the new Templemead school recognized that the Umbrella Board would need to have the opportunity to assess its commitment to the project based on the final tender results. Should higher than anticipated construction costs or interest rates cause the Umbrella Board to pull out of the project, it would be expected to reimburse the School Board for all costs incurred in order to prepare for construction of the day care. Consequently, the awarding of a contract is conditional on finalization of day care costs with the Umbrella Board.

DG/GdeJ
Attach.



New Elementary School on Templemead Drive

Tender Analysis

April 24, 2002

General Contractor	Stipulated Price	GST (Extra)	Total
1. G.S. Wark Limited	\$7,349,000.00	\$514,430.00	\$7,863,430.00
2. Demik Construction Ltd.	\$7,487,000.00	\$524,090.00	\$8,011,090.00
3. Bestco Construction Corp.	\$7,566,015.00	\$529,621.00	\$8,095,636.00
4. Beatty-Hall Construction	\$7,578,139.00	\$530,470.00	\$8,108,609.00
5. Merit Contractors Niagara	\$7,649,000.00	\$535,430.00	\$8,184,430.00
6. T.R. Hingan Contractors Inc.	\$7,759,000.00	\$543,130.00	\$8,302,130.00
7. Derbtile Construction	\$7,888,024.00	\$552,162.00	\$8,440,186.00
8. Bondfield Construction	\$8,067,000.00	\$564,690.00	\$8,631,690.00

The Hamilton-Wentworth District School Board

New Elementary School on Templemead Road
Project Budget

	Total Cost	Day Care Portion	Project Budget
Expenditure (Net of GST Rebate)			
General Contract	7,513,800	421,800	7,092,000
Contingency	215,000	0	215,000
Architect Fees	526,200	30,700	495,500
Sub-Consultants	52,000	0	52,000
Furniture, Equipment and Resource Materials	350,000	0	350,000
Project School management	60,000	0	60,000
Municipal Fees	80,025	3,525	76,500
Surveying, Soil Tests, Tender Advertisements, Legal, etc.	50,000	0	50,000
Moving Costs	<u>9,000</u>	<u>0</u>	<u>9,000</u>
	<u>8,856,025</u>	<u>456,025</u>	<u>8,400,000</u>

II -- MONITORING ITEMS

Human Resources

11. Staffing Report – Full-time Equivalent Positions

Committee of the Whole
May 6, 2002

The Hamilton-Wentworth District School Board**Memo**

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: May 6, 2002

Re: Staff Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of April 30, 2002 is consistent with the number anticipated.

Rationale:

The attached report identifies the number of full-time equivalent positions by expenditure category as of April 30, 2002.

DG
Attach.



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD													
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS													
2001 ACTUALS													
2002 ACTUALS													
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	2001/2002 Approved F.T.E.
Teachers - Elementary	2,020.10	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00					2,025.50
Teachers - Secondary	1,220.02	1,221.68	1,221.68	1,221.68	1,221.68	1,196.51	1,196.51	1,196.51					1,215.57
Teacher Assistants	421.00	426.50	429.00	429.00	429.00	429.00	429.00	429.00					430.00
Professionals & Paraprofessionals	118.30	118.30	118.30	118.30	118.30	119.30	119.30	119.30					119.30
School Administration	403.93	403.93	403.93	403.93	403.93	403.93	394.13	394.13					394.13
Consultants & Special Assign. Tchrs.	28.00	28.00	28.00	28.00	28.00	28.00	28.00	28.00					28.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	151.00	151.00	153.00					153.00
School Operations	457.75	457.75	457.75	457.75	456.75	456.75	456.75	456.75					459.75
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87					4.87
Transportation	3.25	3.25	3.25	3.25	3.25	3.25	3.25	3.25					3.25
Total Full Time Equiv. Positions	4,829.22	4,842.28	4,844.78	4,844.78	4,843.78	4,818.61	4,808.81	4,810.81					4,833.37
Staff on Loan (recoverable)	15.67	15.67	15.67	15.67	15.67	15.33	15.33	15.33					

III -- INFORMATION ITEMS

Human Resources

- 12. Verbal Response to Lloyd George School Council re Reduction in Secretarial Time
- 13. Verbal Report re Four-Man Painting Team

Program

- 14. Response to Norwood Park School Council, Hamilton-Wentworth Home and School council and Canadian Parents for French re French Immersion Review

Relationships

- 15. Child Care Policy: Establishing a Review Process/Committee
- 16. Update – Volunteer Policy Development Committee

*Committee of the Whole
May 6, 2002*



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

#14

TELEPHONE: (905) 527-5092
FAX: (905) 521-2517

April 30, 2002

Leena Joanimagi
Norwood Park School Council
Norwood Park School
165 Terrace Drive
Hamilton, ON L9A 2Z2

Dear Leena Joanimagi,

Thank you for your presentation to the Board with regard to Norwood Park School Council concerns about French Immersion (FI).

In response to your delegation, the Board will continue to receive and consider specific recommendations with regard to the French Immersion Review Report as these are brought forward by senior administration for action. Currently, the following have been done or remain in the planning stage:

Proposed closure or phasing out of FI in certain schools

- The Board has approved the phasing out of FI at Sherwood Secondary and the closure of the FI program at Sanford Avenue (June 2002). The Board will provide transportation for displaced students to another FI site.

Opening programs in other schools

- Currently an insufficient number of kindergarten students have been identified as interested in FI to support a Kindergarten program in a home school model in any of the Waterdown area schools. In addition, at this time the senior administration does not support the concept of the "home school" model because of equity issues. Therefore, this recommendation has not been brought to the Board for action.

The primary purpose of the review is to build strong and viable programs. Currently we will be concentrating on the magnet sites that offer the program. The administration will consider methods for determining interest in French Immersion that may result in the opening of new FI sites in the future.

Promotion of French Immersion to the community

- We appreciate your support for our promotional advertising regarding SK to provide a strong base for the program. The FI schools will promote their own French Immersion activities during Education Week

14-1

HWDSB website

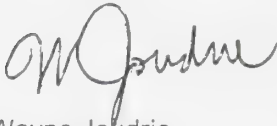
- We will continue to support and improve the provision of information regarding FI on the website.

Transportation

- The recommendations regarding transportation of all FI students will be considered during the Board's budget process.

We appreciate that the Norwood Park School Council has been a strong voice and has contributed not only to the FI Review but also in an on-going manner to the FI Advisory Committee over the past few years.

Thank you for your interest and suggestions.



Wayne Joudrie
Secretary per tem

cc Krys Croxall, Superintendent of Program and Assessment



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

14-2

TELEPHONE: (905) 527-5092

FAX: (905) 521-2517

April 30, 2002

Jean Lewis-Knight
Ches Therien
Hamilton-Wentworth Home & School Council

Dear Jean Lewis-Knight and Ches Therien,

Thank you for your presentation to the Board with regard to the French Immersion Review. Your presentation touched on a wide variety of areas ranging from funding to accessibility and staffing.

In response to your delegation, the Board will continue to receive and consider specific recommendations with regard to the French Immersion Review Report as these are brought forward by senior administration for action. We appreciate the issues you have raised and indeed, some of the actions already taken address the following areas of your concern:

Funding

- While Executive Council continues to support principal flexibility with regard to the budget, the principals have been directed to be accountable for the funds they receive specifically to support FI program, and the school budget allocations from the Language Grant (Core French, French Immersion, ESL) will be shown separately in school budgets to make that accountability more transparent.

Accessibility

- Executive Council has approved that JK siblings of FI students at FI sites will be allowed to enroll in the FI site rather than at the home school.

Staffing

- Superintendent Bain has paid careful attention to the staffing recommendations of the FI Review in his staffing process and directions to principals.

Information meetings
and promotion

- Through advertising the Board promoted and offered 5 system-level information meetings for kindergarten parents this year and will continue to do so in the future. Information meetings at other transition points (5-6, 8-9) are under consideration for 2002-03.

Consistency in FI
programming

- Senior administration is currently developing an Administrative Memo to address such issues as percentage of English instruction at various grade levels, teaching of Science in French at the middle school level, etc. In addition, a FI handbook for administrators is in development; a draft has already been presented to FI elementary administrators for their input.

Yours truly,

Wayne Jourrie
Secretary Pro Tem



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

14-3

TELEPHONE: (905) 527-5092

FAX: (905) 521-2517

May 1, 2002

Rosalind Minaji, Chair
Canadian Parents for French – Hamilton Wentworth
55 Athens Street
Hamilton, ON L9C 3K8

Dear Rosalind Minaji,

Thank you very much for your presentation to the Board regarding issues arising from the French Immersion Review. We appreciated the comments of Mr. Peter Kenwood as a provincial leader of Canadian Parents for French.

In response to your delegation, the Board will continue to receive and consider specific recommendations with regard to the French Immersion Review Report as these are brought forward by senior administration for action. We recognize the importance of the issues you have raised with regard to equity of access through transportation, funding and the need to consider strategies for expansion where interest warrants and financial resources allow. Your input will be considered as we move forward in building a strong and viable FI program in the Hamilton-Wentworth District School Board.

Yours truly,

A handwritten signature in cursive script, appearing to read "Wayne Joudrie".

Wayne Joudrie
Secretary pro tem

cc Krys Croxall, Superintendent of Program and Assessment

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Jennifer Powell-Fralick, Child Care Program Leader
Date: April 22nd, 2002
Re: Child Care Policy: Establishing a Review Process / Committee

1.0 Background

- 1.1 The existing Child Care Policy, being used as a guideline for the management of child care in Board facilities, is a document developed by the former City Board and approved by them in 1994. The former County Board did not have a Child Care Policy in place.
- 1.2 There is a need to review current practice and to create a revised policy which will be applicable throughout the system and which will strengthen the relationship between the HWDSB and community child care operators providing child care services in Board facilities.

2.0 Current Information

- 2.1 A committee will be struck to develop a draft policy, with representation as follows:
 - Supervisory Officer
 - Child Care Program Leader
 - Administrator of Risk Management and Insurance
 - Elementary Principal (with an on-site Child Care Program)
 - Secondary Principal (with an on-site Child Care program)
 - Family Studies Head (working with on-site child care/curriculum link-up)
 - Representative from Accommodation and Planning Department
 - Manager of Caretaking Services
- 2.2 The Committee will meet before the end of June 2002, to review information on current policy and practice within the system.

3.0 Future Action

- 3.1 The Child Care Program Leader will co-ordinate one or two focus-group sessions, to take place in September, 2002, to get feedback and recommendations from Child Care agencies currently operating programs within schools. Invitations to participate will be sent to large operators, such as the Y and the Umbrella, as well as "stand-alone" programs like the parent Co-ops and Waterdown District Children's Centre.
- 3.2 The Committee will meet in September and October to consider feedback from the focus sessions and review collected information. Based on this research and system needs, a draft policy will be written.
- 3.3 The draft policy document will be presented for Board consideration by December 2002.
- 3.4 After approval, the document will be circulated to the system and a series of in-service sessions will be offered to principals and staff.

MEMORANDUM

To: Merv Matier, Director of Education and Secretary
From: Chuck Reid, Superintendent of Education
Jennifer Powell-Fralick, Child Care Program Leader
Diane Knight, Risk Management and Insurance Administrator
Date: May 6, 2002

Re: **INFORMATION ITEM:**
Volunteer Policy Development Committee: Status Report and Update

1.0 Background

- 1.1 The Board approved the establishment of the Volunteer Policy Development Committee in November 2001.

2.0 Current Information

- 2.1 The committee is comprised as follows:
- 1 Supervisory Officer
 - 1 OCTU Representative
 - 1 OSSTF Representative (Teacher)
 - 1 HWETL Representative
 - 1 Child Care Program Leader
 - 1 Administrator of Risk Management and Insurance
 - 1 Public Relations Officer
 - 1 Manager of Communication Services
 - 1 Convenor of Athletics
 - 1 Elementary Principal
 - 1 Secondary Principal
 - 1 Guidance Head
 - 1 PSSP Representative
 - 1 Human Resources Officer
 - 1 Representative of the Assembly of School Councils
 - 1 Representative from Home & School Council
 - 1 Representative from the Hamilton & District Volunteer Centre

The Committee has had four meetings. Members broke into small groups to research and formulate recommendations on the following topics:

- Policy Statement
- Definitions of Volunteer
- Roles and Responsibilities: Volunteer, Principal and School Staff
- Screening and Risk Management (including Criminal Reference Checks)
- Supervision of Students by Volunteers in Phys Ed and Sports
- Volunteer Drivers
- Recruitment and Recognition of Volunteers
- References and Relationship to other Board Policies
- Application Forms

3.0 Future Action

- 3.1 Based on the research and recommendations of the small groups, a draft is currently being developed by the committee co-chairs, Diane Knight and Jennifer Powell-Fralick.
- 3.2 The draft will be circulated back to committee members for review in early May, 2002. Members will then share the draft with the stakeholder groups that they represent.
- 3.3 Feedback from stakeholder groups will be brought back to the full committee for review in early June, 2002. Revisions will be made based on that feedback and discussion.
- 3.4 OSBIE and the Board's lawyer will then review the new draft over the summer, and required revisions will be made based on that information.
- 3.5 The final draft will be brought back to the full committee in September, 2002, and then presented to Executive Council and Board in October /November, 2002.
- 3.6 After approval at Board, the policy will be sent to the system and a series of inservices will be planned, with a view to full implementation in September 2003.
- 3.7 A review of the policy will be planned for September 2004.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE BOARD

MONDAY, MAY 6, 2002

Immediately following the Open Committee of the Whole

A G E N D A

1. Call to Order
2. Approval of Agenda
3. Special Report of the Committee of the Whole, dated May 6, 2002

J. Bishop

CAS ON HW W 26

COMMITTEE OF THE WHOLE

Monday, May 13, 2002

A33
2002

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of the Minutes of April 8 and 15, 2002
3. Business Arising from the Minutes
4. Approval of Agenda

R. Woodworth

URBAN MUNICIPAL

MAY 27 2002

I ACTION ITEMS:

Program

5. EQAO System Action Plans

GOVERNMENT DOCUMENTS

K. Croxall

Human Resources

Resource Allocation

6. Co-op Staffing
- 6.(a) Funding Gap – Teacher Staffing [*to be distributed at the meeting*]

L. Orban

D. Grant

Relationships

7. Correspondence from Glenwood School re DARTS Transportation

J. Bishop

Communication

Governance

Accommodation

8. School Renewal

L. Orban

II MONITORING ITEMS: (see yellow)

Resource Allocation

9. Enrolment Summary – March 31, 2002
10. 2001/2002 Average Class Size Report – Secondary
11. 2001/2002 Financial Report – March 31, 2002

D. Grant

D. Grant

D. Grant

III INFORMATION ITEMS: (see pink)

Program

12. Presentation on School Accountability Portfolio – Working Draft

N. Campbell

Human Resources

13. Presentation on Executive Council Structure

M. Matier

Public Questions for Clarification

Future Meetings:

Board
Special Education Advisory Committee

Monday, May 27, 2002
Wednesday, May 29, 2002

6:30 p.m.
7:00 p.m.

MINUTES OF THE COMMITTEE OF THE WHOLE

APRIL 15, 2002

Those present: Trustees Reg Woodworth (Chair), Robert Barlow, Wes Hicks, Eleanor Johnstone, Wayne Marston, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson, Bruce Wallace, Judith Bishop and Graham Hillgren (student trustee).

In attendance: M. Matier (Director of Education and Secretary), K. Bain (Superintendent of Education), M. Botting (Superintendent of Student Services), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Program and Assessment), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education), C. Reid (Superintendent of Education), D. Tyagi (Controller of Plant Services) and J. Wibberley (Superintendent of Education).

1. Call to Order

R. Woodworth called the meeting to order at 6:31 p.m.

2. Business Arising from the Minutes

Nil.

3. Approval of Agenda

It was moved by W. Hicks, seconded by E. Johnstone: That the agenda be approved.

CARRIED UNANIMOUSLY.

DELEGATION

Prior to the presentations, R. Woodworth explained briefly the Board's delegation process.

4. Settlement and Integration Services Organization (SISO) re Immigrant and Refugee Students

The presenters were Gary Warner, Chair – Board of Directors, and Monteza Jafapour, Executive Director.

G. Warner reviewed the salient details of the SISO's submission and then highlighted the organization's four specific recommendations to the Board.

In response to questions, the presenters offered the following clarifications:

- The number of new arrivals (immigrant children) will include both public and separate Boards (smaller percentage for the separate Board). Hamilton has become a preferred destination for immigrants.
- About 300 immigrant students currently require educational support under the ESL program. There has been considerable increase (20-25%) in the number of immigrants (30-44 age group, married with children within the 7 to 15-year old bracket) coming to Hamilton over the last four years.

R. Woodworth thanked the presenters.

It was moved by B. Wallace, seconded by E. Johnstone: That the delegation presentation regarding Immigrant and Refugee Students be referred to the administration for review and comment.

When J. Bishop suggested placing a timeline for bringing back a report, the Director confirmed administration will be able to respond to issues (i.e. Recommendations 1, 3 and 4) not relating to funding.

B. Wallace accepted J. Bishop's friendly amendment to add the phrase "**and that a report be brought back by June 2002**".

W. Hicks noted the ESL funding will be considered during the budget deliberation.

The following motion, as amended, was put to a vote and was **CARRIED UNANIMOUSLY**:

It was moved by B. Wallace, seconded by E. Johnstone: That the delegation presentation regarding Immigrant and Refugee Students be referred to the administration for review and that a report be brought back by June 2002.

5. Norwood Park School Council re French Immersion Review

The presenters were Debbie Edwards and Mark Fairlamb.

The following points were emphasized:

- Having a French Immersion Consultant is important in meeting the specialized needs of the students and program.
- The positive strategies outlined in the French Immersion Review should be highlighted and seen as commitment by the Board.
- The need to actively promote the French Immersion programming and maintain current French Immersion information.

R. Woodworth thanked the presenters.

It was moved by E. Johnstone, seconded by W. Marston: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

At this point in the meeting, J. Bishop encouraged the presenters to stay and hear her presentation about "Problems with Funding" (item 10 on the agenda). She felt this would provide a better understanding of where our board stands in terms of resource allocation.

To the motion, **CARRIED UNANIMOUSLY**.

6. Hamilton-Wentworth Home and School Council re French Immersion Review

The presenters were Jessica Brennan and Rick Hughes.

The following issues were highlighted:

- funding concerns, including the need for additional textbooks and supplies
- staff training needs
- guidelines for school timetabling
- the need for a French Immersion school in the Waterdown area as confirmed by community feedback

R. Barlow referred to an information meeting held in Flamborough last February 18th, noting the considerable interest from parents at the Catholic Board.

R. Woodworth thanked the presenters.

It was moved by J. Bishop, seconded by W. Marston: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

CARRIED UNANIMOUSLY.

7. Canadian Parents for French (CPF) re French Immersion Review

The presenters were Rosalind Minaji and Peter Kenwood. A revised copy of the submission [see attached] was distributed during the presentation.

On behalf of the association, R. Minaji expressed appreciation that many of the French Immersion Review recommendations have already been implemented with the remaining ones being brought before the Board in a timely manner.

P. Kenwood, Board Member of CPF Ontario, spoke on the following: (a) function of the Canadian Parents for French, (b) importance of French Immersion to Canadian communities, (c) provincial and federal funding of French language education, (d) transportation for French Immersion across the province and (e) enhancing the French Immersion program —creative ideas from other communities.

R. Woodworth thanked the presenters.

It was moved by W. Marston, seconded by J. Bishop: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

J. Bishop expressed her appreciation for the preceding French Immersion presentations, particularly the exceptional display of parental support/concern for this programming. In spite of the ongoing financial difficulties, she felt the Board should consider transportation strategies for its French Immersion program to attract students into our system. J. Bishop also thanked Claudette Sims, Consultant for French as A Second Language: Core French/French Immersion, for her efforts.

To the motion, **CARRIED UNANIMOUSLY.**

I ACTION ITEMS:

Program

8. French Immersion Review

In presenting the report, K. Croxall noted the following:

- At Sherwood School, six out of nine students will be affected (three students are not continuing with the program).
- At Sanford School, a total of 22 students are affected (Grades 3, 4 and 5).
- In terms of the suggested recommendations/strategies from the French Immersion Review, majority of the recommendations were considered and supported by Executive Council. The remaining issues require some time for review and may be brought back to the Board by next year.
- Immediate Board decision on the Sanford situation was anticipated to enable the parents/students to plan ahead.

Sherwood School

It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board phase out the French Immersion program at Sherwood Secondary School starting in September 2002 and approve transportation for the current Grade 9 French Immersion students to the French Immersion program at Westdale Secondary School to allow those students to complete the requirements of the French Immersion Certificate (10 courses in French Immersion) provided they remain within the French Immersion program.

J. Bishop believed the Board is obligated to support these committed students by providing transportation and permit them to continue with the program.

K. Croxall clarified for B. Wallace that the recommendation was basically requesting Board approval for the transportation concept which would allow administration to look at the most cost-effective/efficient mode of transporting these students.

Noting the affected students are in high school and believing the Board should consider the most cost-effective option,

It was moved in amendment by W. Hicks: That the mode of transportation for the current Grade 9 Sherwood School French Immersion students to the French Immersion program at Westdale School be via bus pass.

Expressing his opposition to the amendment, R. Barlow felt taxi would be more appropriate in transporting the six students to Westdale School.

Trustees Bishop, Marston and Wallace did not support the amendment, preferring to leave the review of the options to administration. W. Marston concluded these students were placed in a situation which was not of their own choosing.

L. Orban advised of parental feedback from her area supporting bus passes (which can be bought at a cheaper cost through bulk purchase). Noting French Immersion is a program of choice, she felt the Board should maintain equity across the system in dealing with similar programs (e.g. Westmount School programming, the Junior/Senior Kindergarten half-day issue).

L. Peddle supported the amendment, particularly based on the comparison of the transportation alternatives outlined on Page 8-1. She likewise shared L. Orban's opinion of providing equal opportunity for all students.

To the amendment, **LOST, 4 IN FAVOR, 7 OPPOSED.** (G. Hillgren was opposed to the amendment.)

To the motion, **CARRIED, 7 IN FAVOR, 3 OPPOSED, 1 ABSTENTION.** (G. Hillgren voted in favour of the motion.)

Sanford School

In response to questions, K. Croxall clarified the minimum number of 25 students (Kindergarten and Grade 1 level) for entering Sanford's French Immersion program was selected because this number is very close to the 24.5 class size requirement. She noted further that this number has no impact on home schooling, dual or single track concepts.

It was moved by J. Bishop, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board close the French Immersion program at Sanford Avenue Elementary School as of June 2002 and approve transportation for the current Grade 2, 3 and 4 French Immersion students to the Board-designated alternate French Immersion site until they have completed Grade 5, provided they remain within the French Immersion program.

K. Croxall advised E. Johnstone that the parents would prefer the program continue at Sanford and the French Immersion teacher has expressed willingness to try a triple grade. She noted that, without a kindergarten program, the class size will be even smaller.

Voicing her concern with transferring the Sanford students, L. Orban signified her preference to refer the recommended action to administration for a more in-depth review.

In terms of the alternative sites, K. Croxall noted the following points:

- Both the two closest French Immersion sites, A. M. Cunningham and Earl Kitchener Schools, can accommodate the 22 displaced students.
- No major renovations will be required at A. M. Cunningham School.
- The parents feel it is important to keep these students as a group.
- Several factors need to be considered prior to decision on which alternative school will be appropriate for the displaced students.

I. Thompson was advised that courtesy transportation does not apply to these students.

To the motion, **CARRIED, 7 IN FAVOUR, 4 OPPOSED.**

Responding to L. Peddle, K. Croxall clarified Executive Council did not support the "home school" model due to equity issues. With regard to the growing parental interest for French Immersion programming in the Waterdown area, she emphasized the need for a more sophisticated way of assessing this interest. K. Croxall noted further that C. Sims has been tracking the number of calls received from the parents.

L. Peddle believed our board can get ahead in providing the program in the area if there are some strategies in place to get this information.

K. Croxall clarified further that, in tracking students, the number should be within one catchment area so as not to create "magnet schools".

To do away with equity concerns/issues, W. Hicks requested that, for future programming presentation, administration look at all relevant information and make this available to the trustees.

Human Resources

9. Educational Assistant (EA) Staffing – 2002/2003

It was moved by E. Johnstone, seconded by W. Marston:

- (a) That the Board approve the Educational Assistant Allocation Committee for Special Education allocate 400 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.

- (b) That the Board approve the Learning Opportunity Allocation Committee allocate 22 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.

M. Botting presented the report, drawing attention to the last two paragraphs on Page 9-1 pertaining to the EA staffing calculations.

In reply to R. Barlow's questions, M. Botting said the projected total EAs of 439 on Page 9-2 does not include the EA needs for new JK students coming into the system. With respect to note #4 (Page 9-2), she said the Ministry of Education allows the review/consideration of those students who left the system and invoice for the support the Board provided them.

M. Botting clarified for J. Bishop the recommended actions will not guarantee that the same students will receive similar support as in previous year. In terms of statistics on the identification of new students with exceptionality, M. Botting indicated the intake process is ongoing.

J. Bishop was disappointed the Board was able to consider the issues around school secretarial staffing and computers in the classrooms but no decision to date has been made on the standard of support for its special needs students.

Responding to questions, D. Grant clarified the sources (other budget lines) for additional monies for EA staffing last year included \$150,000 (para-professionals line), \$100,000 (textbooks budget line) and \$100,000 (occasional teacher staffing line). For 2002-2003, it would be premature to identify the possible funding sources to meet the required number of EAs, noting this will be a challenge to administration over the next four to five weeks. D. Grant added there has been no information to date with respect to next year's Ministry funding/grants.

Expressing her discomfort with the situation, L. Orban wondered if the school system will be ready for the next school year given all the areas needing further review.

R. Mulholland noted the implications of the transfer of funds from other expenditure categories (to augment the EA staffing allocation) for all employee groups, particularly the bargaining units.

L. Peddle recalled she did not support doing EA staffing in advance of budget deliberation and would not support this motion. Believing this action provided no stability for the students, she would like to see this item come to the Board as part of the package for consideration during the budget deliberations.

M. Botting said no matter how many EAs are provided, there will never be enough EAs given the needs coming into the system. She noted the efforts of the principals involved in the allocation process, particularly the detailed review/consideration of the multitude of needs reflected in the school submissions. She noted this is not a constant process given the differing student needs, programming changes, nature of EA assignments and other staffing issues.

B. Wallace reminded members this early staffing exercise was based on last year's Board-approved resolution to solve the problems around EA staffing.

W. Marston agreed the process was approved to provide stability and assist with planning for the parents. In spite of the concerns and issues identified, he felt the main culprit here was the lack of government funding.

To the motion, **CARRIED, 6 IN FAVOUR, 2 OPPOSED, 3 ABSTENTIONS.**

Resource Allocation

10. Problems with Funding

Using PowerPoint, J. Bishop presented the report on "Problems with Funding of The Hamilton-Wentworth District School Board".

It was moved by L. Orban, seconded by I. Thompson: That the report "*Problems with Funding of The Hamilton-Wentworth District School Board*" be approved and that a letter, along with a copy of the report, be sent to Premier-Elect Ernie Eves, requesting that the benchmarks in the funding formula be updated to reflect 2002 figures.

Several members commended J. Bishop and staff for their efforts in putting together this presentation.

W. Marston found the report very clear and thorough and believed it would be more effective in getting the message across to the province than a letter of criticism. He suggested a friendly amendment of sending a copy to the **new Minister of Education**. R. Barlow would like a copy of the report be sent as well to the **new Minister of Finance**.

The Chair accepted the friendly amendments to the motion.

To the motion, as amended, **CARRIED UNANIMOUSLY.**

11. Budget Development Challenges

D. Grant stated that, with respect to employee salaries and benefits, funding figures do not reflect the Board's current spending realities. For example: (a) For retirement gratuities, over \$31.1 million was paid out and the climbing cost will be a very significant funding challenge. (b) The Canadian Pension Plan (CPP) costs have increased (with the maximum payout of \$176 per employee, our board's cost will increase by about \$850,000 without any equivalent increase in funding. (c) Dental benefit costs are anticipated to increase by 15%. Other key areas providing significant challenges for the 2002/2003 budget will include secretarial staffing, supply teacher usage, school operations and supplies, maintenance of facilities, energy costs and renovation projects.

II MONITORING ITEMS:

Program

12. Student Transitional Education Program (S.T.E.P.) Review

The report pertained to Year 2 Implementation of S.T.E.P. (Grade 8 to 9 Summer School). It provided some documentation on the success of the program in Year 2.

13. Parent Brochures related to the Growing and Development Curriculum Support Package

Noting one of the future directions was to support the needs of parents for greater awareness, K. Croxall referred the members to the parent brochures included with the report. These are available at no charge to the Board for the students' use.

E. Johnstone lauded the efforts of the Sexual Health Network, noting the group's continuing success in getting their message out. She added the Catholic Board has also extended its support for the group's undertaking. E. Johnstone then thanked K. Croxall and staff for their efforts.

III INFORMATION ITEMS:

Nil.

Public Questions for Clarification

Nil.

It was moved by W. Marston, seconded by I. Thompson: That the committee meet in-camera.

CARRIED.

The open session then adjourned at 9:30 p.m.

rt

att.



Canadian Parents for French – Hamilton Wentworth

Presentation To Hamilton Wentworth District School Board Monday April 15, 2002

Introduction:

Rosalind Minaji –Chair CPF Hamilton Wentworth

cpfhamilton@hotmail.com

Canadian Parents for French - Hamilton Wentworth would like to thank the Board for the continued opportunity to provide input to the French Immersion Review. When we last addressed you in February we spoke in support of:

- increasing the level of funding available for French Immersion schools using the Ministry Language Grant;
- providing transportation for French Immersion students who do not live within walking distance of the closest Immersion school; and
- increasing information and support for parents of French Immersion students and promotion of the program throughout Hamilton-Wentworth.

Since February, we have been pleased to see that some of the Review recommendations have already been implemented. Members of the CPF Executive attended the five Kindergarten information nights for Immersion students held at schools across the City. We were also impressed by the French Immersion web site posted by the Board last month. This site will be an excellent source of information and resources for parents, students and staff.

Yesterday I received a call from a CPF member living in the former Village of Waterdown. Rajani RaoPeters is a parent who has spent the past year working to establish a French Immersion school in Waterdown. Ms. RaoPeters received a copy of tonight's staff report on Saturday and was disheartened to learn that Board staff do not support establishing a school in Waterdown because of insufficient interest shown at the Kindergarten information meeting in February.

While canvassing parents door to door, over the past two months, Ms. RaoPeters found that many parents did not attend the Kindergarten information meeting because the advertisement did not say that the Board was looking at establishing an Immersion program in Waterdown. However, even without any official notice, at least 25 parents have already registered their children for a possible French Immersion kindergarten in Waterdown. This is evidence of a very strong base of support for the program. CPF Hamilton Wentworth respectfully requests that the Board explore this issue further by publicizing the opportunity for an French Immersion school in Waterdown and announcing criteria and timelines for parents to consider. There are many parents hoping for this opportunity and it would be a shame to dismiss the idea without further exploration.

During our presentation in February, Board members had some questions about Canadian Parents for French and its role in advocating French language education. I am very pleased to have Mr. Peter Kenwood, a member of the Board of Directors for CPF Ontario, here tonight to briefly address the Board and to answer your questions.

CPF Ontario presentation to Hamilton Wentworth District School Board

April 15, 2002

Peter Kenwood –Board Member CPF Ontario
cpfont@cpfont.on.ca

Canadian Parents for French -Ontario, would like to thank the Hamilton Wentworth Board for their time this evening.

Function of Canadian Parents for French

Canadian Parents for French (CPF) was formed in 1977 as a national network of volunteers who promote and create opportunities for young Canadians to learn and use French. We work in close partnership with all levels of Government, from the Federal Level to School Council representatives, to individually concerned parents.

The main aim of our organization is the promotion of French as a Second Language in Canada through enhanced education programs being made available for all students, and through encouraging open dialogue between parents and educators. We now have approximately 200 CPF chapters across the country and about 14,000 members nation-wide.

Importance of French Immersion to Canadian communities

Across Canada, over 318,000 children are involved in the French Immersion Program. In Ontario, over 155,000 students are enrolled. CPF values a Canada where French and English-speakers live together in mutual respect with the understanding and appreciation of each other's language and culture and where linguistic duality forms an integral part of society.

French immersion helps students identify with other groups within our communities promoting a greater understanding and harmonization between children. The further advantages to children later on in life with the understanding of other cultures and languages is the ability to help them to grow both culturally and financially within their communities as well as to give them the opportunity to work abroad. Researchers have noticed that children who learn a second language have better problem solving skills.

Provincial and Federal funding of French language education

French language education programs receive federal funding through the Official Languages in Education Program of the federal Department of Canadian Heritage. These funds compensate provincial education departments for supplementary costs associated with these programs, including: program infrastructure, enrichment, and expansion, teacher training, and student support.

In Ontario, the following levels of funding are passed on to local school boards:

Funding in elementary school = approximately \$325 per pupil

Funding in secondary school = from \$59 to \$150 per course in French taken by each pupil

Currently the Hamilton Wentworth Board is using some of their Ministry Language Grant to supplement the needs of their Special Education program. It is important to remember that French Immersion funding is based on enrolment in the program. Through enhanced promotion and support of the French Immersion program, the Board can increase this source of revenue. Conversely, if French Immersion enrolment continues to decline, the Board will have less funding to work with.

Transportation -What's happening across the Province

In June 2001, CPF Ontario completed its study of "Transportation to French Immersion and Extended French Programs in Ontario School Boards". The major conclusions of this study were as follows:

Nearly 73% of Ontario school boards presently provide a full level of transportation to French Immersion programs that allows students to participate without cost to the family and without needing to be driven to a school or a bus stop. Only 3 of the total of 55 School Boards offer no transportation at all.

There are many transportation options used by Boards across Ontario:

- Regular home to school service as is provided for the English stream students.
- School to school shuttle whereby a student arrives at his home school and boards another bus to go to the Immersion centre.
- Centralized pick up points.
- Use of public transit rather than school buses, where it is more efficient, with the provision of a pass or tickets.
- Use of staggered start times to enable them to reuse buses with second and third runs.
- Service provided at the elementary level, but not at the secondary level
- provide school bus service outside the public transit area
- 'fill-up-the-bus' policy where if an F.I. student can get to a stop that is scheduled for an English stream student, and there is room on the bus, he may ride

Canadian Parents for French applaud the Hamilton-Wentworth French Immersion Review for suggesting grandfathering some type of transportation for present students, but what about future students needs? A lack of adequate transportation can adversely affect enrolment. When enrollment declines, School Boards must form more split classes than would normally occur and this, in turn, has the potential to discourage enrollment even further and have teachers look to changing to other areas in Ontario without these types of classes.

CPF Ontario strongly encourages the Hamilton Wentworth District School Board to look at options for providing transportation to its French Immersion magnet schools. When adequate transportation is provided, enrolment levels are sufficient to run French Immersion programs effectively. In addition, such adequate provision levels the playing field for families from varying socio-economic backgrounds. Students do not have to abandon the Immersion program because their transportation has been removed or there has been a change in their families' employment or financial circumstances.

In conclusion, I would like to thank the Board for allowing me to address you tonight. I would urge you to do whatever you can to strengthen and enhance this very important program.

#5

The Hamilton-Wentworth District School Board

MEMORANDUM

Moved for distribution
by the Director
Signature: M. Matier
Date: May 9/02

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Jenn George, Ontario Curriculum Consultant, EQAO Contact (elementary)
Kathy Scarth, Secondary School Reform Consultant, EQAO Contact (secondary)
Re: EQAO System Action Plans:
1. Grade 3 and 6 Reading, Writing and Mathematics
2. Grade 9 Mathematics
Date: May 6, 2002

Recommended Action:

Moved by _____, seconded by _____
that The Hamilton-Wentworth District School Board approve the Grade 3 and Grade 6 EQAO System
Action Plan for Reading, Writing and Mathematics.

Moved by _____, seconded by _____
that The Hamilton-Wentworth District School Board approve the Grade 9 EQAO System Action Plan for
Mathematics.

System committees developed the required EQAO Action Plans, which must be submitted to EQAO by
the end of May 2002.

The elementary plan is a multi-year plan that is shown in two forms: first, the "new" form (continuing and
new tasks and actions for 2002 – 2004) and the "review" format (which details all the old and continuing
tasks and strategies, as well as new tasks) with the review column detailing outcomes related to the past
indicators. EQAO requires a review of past plans as well as the planned activities and tasks for the
coming year.

The secondary plan is the first Grade 9 EQAO Mathematics Plan developed by this Board.

In line with past practice, the individual elementary and secondary school EQAO action plans are
collected in a binder located in the Trustees Lounge.

5-1

2000 – 2002
Hamilton-Wentworth District School Board
EQAO Action Plan for Improvement
in
Reading, Writing and Mathematics
based on
Grade 3 and 6 EQAO Results
(Multi-year plan for 2002, 2003, 2004)



May 8, 2002

The Hamilton-Wentworth District School Board

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5-2

Executive Summary of HWDSB EQAO Action Plan Tasks (What needs to be done)

Areas of Focus Common to Mathematics, Reading and Writing

1. Increase parent awareness and involvement in reading, writing and mathematics at home and school
2. Increase ESL student skills and performance in mathematics, reading and writing
3. Address gender differences in reading, writing and mathematics
4. Provide professional reading opportunities and relevant information for teachers and administrators in the areas of reading, writing, mathematics and assessment
5. Provide opportunities for teachers to become leaders in the areas of reading, writing, mathematics and assessment
6. Monitor school EQAO action plans (Superintendents) to ensure EQAO criteria for school action plans are met
7. Develop a process to share best practices

Reading

1. Increase achievement in reading for all students including a specific focus on increasing the number of students performing at Levels 3 and 4 in overall achievement by a minimum of 2 percentage points in 2002, 2003 & 2004 as per target setting
2. Increase teacher and administrator understanding of the knowledge/ skill categories in reading to facilitate student skill development in those four categories
3. Begin implementation of the K-8 Literacy Guidelines with a focus on reading

Writing

1. Increase teacher and administrator understanding of direct instruction in all knowledge/skill categories as it relates to the writing process
2. Increase teacher and administrator understanding of achievement levels and all knowledge/ skills categories of writing

Mathematics

1. Continue to implement a quality mathematics program with an increased emphasis on the categories (process) of mathematics rather than the strands (content)
2. Develop teacher assessment literacy in mathematics

INTRODUCTION

The purpose of the EQAO Grade 3 and 6 provincial assessments of Reading, Writing and Mathematics is to provide high-quality information about student performance, to augment information that teachers have gathered through regular classroom assessments, to help teachers adapt instruction to improve learning and to provide a focus for parents, teachers and boards to discuss students' achievement and to plan for improvement.

The Board Report *2001 EQAO Grade 3 and 6 Assessment of Reading, Writing and Mathematics, Summary of Results and Initial Cursory Review*, presented at the December Education Committee meeting of the Hamilton-Wentworth District School Board, released board and school results. Each school prepared a summary comprised of the school profile, key findings, school's response to results and school EQAO results. This year the analysis of EQAO board and school results was hampered by the delay in the release of student attitude data and the lack of student, teacher and administrator questionnaire data from last year's assessment (not yet released). When establishing their area(s) of focus for their EQAO action plan, schools considered various sources of data in order to obtain a more complete picture of student achievement within their school community and of the contextual factors that contribute to that achievement.

At the school level, administrators and teachers, working with parents and school councils have communicated their EQAO results to their community and have prepared individual school action plans for improvement. Similarly, at the board level the System EQAO Action Plan Committee comprised of teachers, administrators, parents, school council members, consultants and superintendents have interpreted the achievement and the limited contextual data available for the system and prepared this action plan.

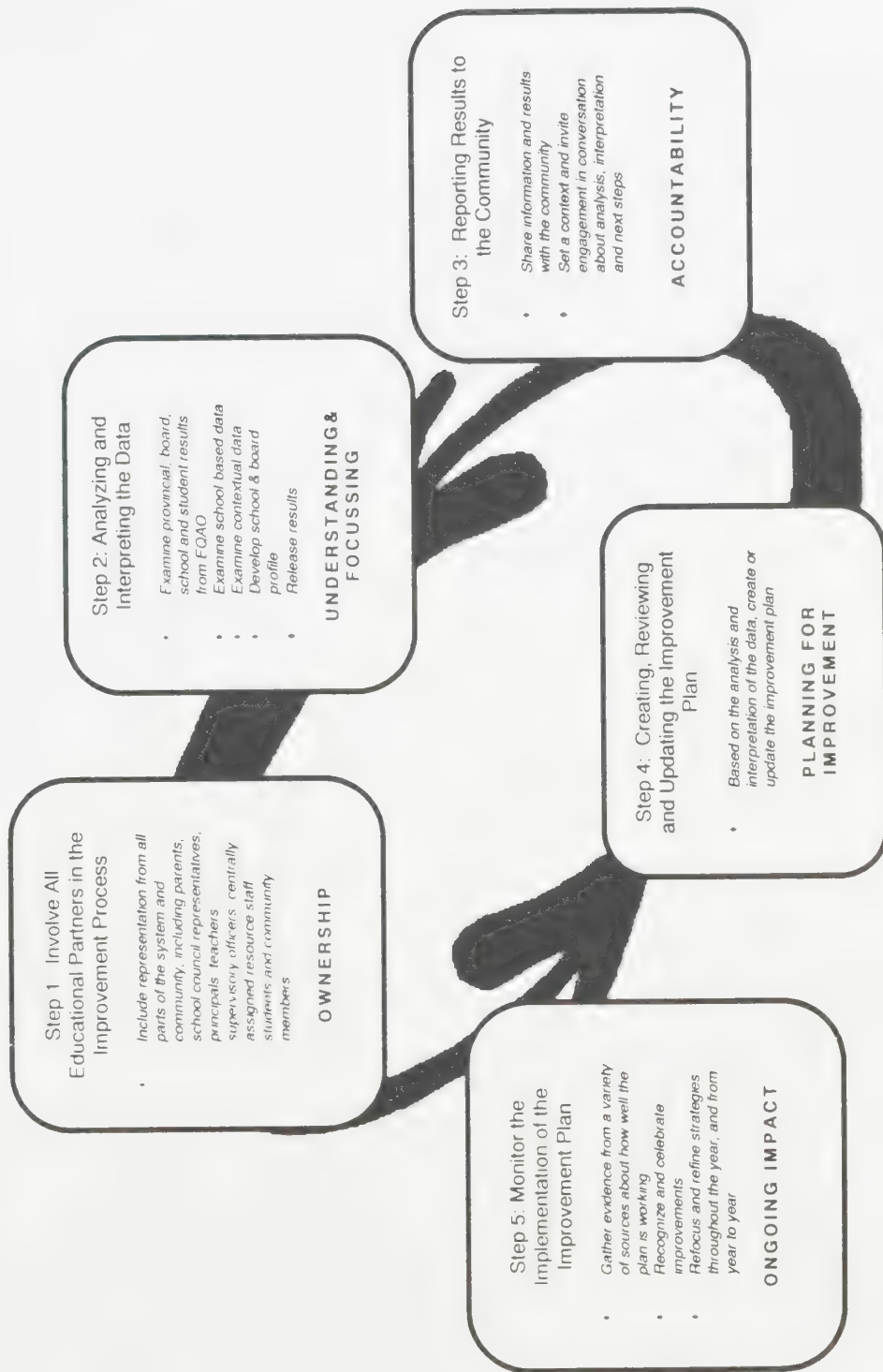
This year's plan reflects the board's focus on Literacy, which was established last year. The plan for 2000-2002 was broad in scope and had many general goals. The committee worked to create a more targeted plan with clear specific goals. The change seen in the action plan does not indicate a change in direction; however there is a more targeted approach to System initiatives in the areas of reading, writing and mathematics, with the literacy focus in mind. This focus continues highlights implementation of current literacy initiatives with the addition of the Ministry mandated Early Reading Target initiative. The action plan is presented in two sections 1) *HWDSB EQAO System Action Plan for Improvement in Reading, Writing and Mathematics based on Grade 3 and 6 EQAO Results 2002-2004* which represents the plan for the upcoming school year., and 2) a review of the current *2000-2002 HWDSB System Action Plan for Improvement in Reading, Writing and Mathematics based on Grade 3 and 6 EQAO Results*, (Reviewed February/March 2002).

In *The EQAO Guide to School and Board Improvement Planning, April 2002*, EQAO provided summaries of school board action plans in order to help district school boards with their planning for the improved achievement of all students. There were seven "major improvement planning strengths" identified in the HWDSB 2000-2002 plan. There was one "area for future attention" to be considered which was "describing the board methodology for identifying and generalizing successful practice." In order to address this concern, the HWDSB System Action Plan Committee has agreed to develop a process to share best practices which will include using a variety of information to determine "statistical neighbour" schools (those with similar contextual factors). The database will be analyzed to identify schools that are performing higher than predicted based on their contextual factors and the strategies they employ will be shared with the system.

"It is important to remember that change takes time. Timelines must allow for data collection and analysis, reflection, implementation, professional development, status updates and, finally, revisions."

EQAO – Guide to School and Board Improvement Planning April 2002, pg. 12

School and Board Improvement Planning Cycle



Areas of Focus Common to Reading, Writing and Mathematics

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

NEW



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Members of the Reading, Writing and Mathematics System Action Plan Committees

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Increase parent awareness and involvement in reading, writing and mathematics at home and school. <small>Reading, Writing & Mathematics (00-01) Data not available, as no home questionnaire was completed this assessment year</small>	<input type="checkbox"/> Participation Distribute survey to School Council Chairs to monitor the usefulness of parent fact sheets (Continuing)	Ontario Curriculum Team/ Executive of the Assembly of School Councils	June 2002	<input type="checkbox"/> Distributed to school council chairs via Executive of the Assembly of School Councils and Hamilton Wentworth Home and School Council with copy to school administrator	
	<input type="checkbox"/> School Accountability Portfolios (SAPs) will include a description of opportunities offered to parents to increase understanding and involvement in reading, writing and mathematics at home	Principals / Vice Principals / Superintendents Principal of School Accountability	To be determined upon accessibility of SAP (Estimated timeline 2002-2003) Fall 2003	<input type="checkbox"/> SAP will be tracked by Superintendents and feedback given to administrators <input type="checkbox"/> Included in the revised School Accountability Portfolio (SAP) document	5-6
	<input checked="" type="checkbox"/> Support schools/clusters of schools in their planning to increase parent understanding and involvement in reading, writing and mathematics (Continuing)	Ontario Curriculum Team	February 2002 - 2004	<input type="checkbox"/> Provide to Executive of the Assembly of School Councils and Hamilton Wentworth Home and School Council a list of available workshops designed by the Ontario Curriculum Team that can be presented to the Assembly	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Increase parent awareness and involvement in reading, writing and mathematics at home and school (cont).	<input checked="" type="checkbox"/> Provide workshop(s) at the annual HWDSB Parent Conference that address reading, writing and mathematics instruction and assessment (Continuing at future Parent Conferences)	Parent Conference Planning Committee	June 2002	<input type="checkbox"/> Survey will be sent to the Executive of the Assembly of School Councils and Hamilton Wentworth Home and School Council to gather information on desired workshop topics	
→ Increase ESL student skills and performance in mathematics, reading and writing.	<input checked="" type="checkbox"/> Provide in service / training to prepare ESL teachers and administrators for the upcoming EQAO assessment so they can effectively support t SL students during the assessment (e.g., understanding permitted accommodations and modifications available to ESL students) (Continuing)	ESL Consultant / EQAO Board Contact	April 2002 - 2003	<input checked="" type="checkbox"/> In-service is held, information is provided	<div>5-7</div>
Reading Gr 3 %scored at Levels 3 and 4 in reading HWDSB ESL Prov ESL 00-01 12% 21%				<input type="checkbox"/> Meetings are held <input type="checkbox"/> Participation are tracked	
Gr 6 %scored at Levels 3 and 4 in reading HWDSB ESL Prov ESL 00-01 8% 21%					
Writing Gr 3 %scored at Levels 3 and 4 in writing HWDSB ESL Prov ESL 00-01 19% 27%					
Gr 6 %scored at Levels 3 and 4 in writing HWDSB ESL Prov ESL 00-01 8% 21%					
Mathematics Gr 3 %scored at Levels 3 and 4 in mathematics HWDSB ESL Prov ESL 00-01 30% 41%					
Gr 6 %scored at Levels 3 and 4 in mathematics HWDSB ESL Prov ESL 00-01 15% 36%					

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Increase ESL student skills and performance in mathematics, reading and writing (Cont.).	<input type="checkbox"/> Distribute and in-service ESL binder and Ministry documents	ESL Consultant	February 2003	<input type="checkbox"/> Both documents are distributed and in-serviced	
	<input type="checkbox"/> Provide an awareness session of the HW/Peel Numeracy Project and support	ESL Consultant / Ontario Curriculum Team	Dec. 2002	<input type="checkbox"/> In-service is held	
	<input type="checkbox"/> Heighten awareness of ESL issues & concerns across the system (specifically, Superintendents of Education, Student Services departments, School Administrators) for the purpose of improving programming and assessment in ESL (Continuing)	ESL Consultant	February 2002 - 2003	<input type="checkbox"/> Meetings held	5-8
	<input checked="" type="checkbox"/> Pilot the S W I S H (Settlement Workers in Schools-Hamilton) program with approximately 15 schools in the system which helps support new families integrating into the school system & community (Continuing)	ESL Consultant / S.W.I.S.H. Co-coordinator / Settlement Workers	February 2002	<input type="checkbox"/> SWISH pilot to be reviewed in June 2002	
	<input type="checkbox"/> Co-ordinate meetings between middle school ESL teachers and secondary ESL department heads to discuss ESL issues and concerns regarding the transition from elementary to secondary ESL programs	ESL Consultant / Secondary Reform Consultant / ESL Department Heads	February 2002- December 2003	<input type="checkbox"/> Continue to hold meetings	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
1- Address gender differences in reading, writing and mathematics.	<div><input checked="" type="checkbox"/> Provide parents, teachers and administrators with "awareness level" information on current research available on mathematics, reading and writing, and gender differences Psychological Services Information Sheet #10 "Mathematics and Gender Differences" (May 98) EQAO Research Series Number 1 "Mathematics and Gender Background Literature" and "Reading, Writing and Gender Background Literature" (April 99) Psychological Services Information Sheet #15 "Gender Differences in Reading and Writing" (December 2000) (Continuing - to make administrators aware of these resources on an annual basis)</div> <div><input type="checkbox"/> Awareness of gender differences in Reading and Writing, and the best teaching practices to address them, will be embedded the Literacy Guideline workshops delivered by the Ontario Curriculum Team</div> <div><input type="checkbox"/> Provide parent conference workshop on gender differences at the HWDSB Parent Conference, if requested</div>	Student Services Support Staff / Teachers <			

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Provide professional reading opportunities and relevant information for teachers and administrators in the areas of reading, writing, mathematics and assessment. <i>(00-01) data not available at this time</i>	<input checked="" type="checkbox"/> One article per month given to administrators and literacy contact to be shared with teachers and school councils as appropriate (Continuing)	Ontario Curriculum Team/ Principals / Vice Principals	February 2002- December 2004	<input checked="" type="checkbox"/> Current articles distributed (as copyright allows) at monthly cluster meetings; article and shared with teachers and school councils as appropriate	
	<input checked="" type="checkbox"/> Provide for schools a list of recommended professional journals and web sites (Continuing)	Ontario Curriculum Team / Principals / Vice Principals	June 2002	<input type="checkbox"/> Update list of recommended journals and web-sites distributed to schools at the June 2002 cluster meeting and posted on the HWDSEB Information Place	5-10
	<input type="checkbox"/> Provide schools with information on how to access professional readings within the Board	Information Technology Consultant responsible for Teacher-Librarians	June 2002	<input type="checkbox"/> Information provided at the June 2002 cluster meeting and posted on Information Place	
	<input type="checkbox"/> Provide relevant information to teachers on a monthly basis using an electronic medium (i.e., e-mail / group mailing list)	Information Technology Consultant / Ontario Curriculum Team / Teachers	September 2003 - December 2004	<input type="checkbox"/> Information is mailed to teacher electronic mailing list	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Provide opportunities for teachers to become leaders in the areas of reading, writing, mathematics and assessment. (00-01) Teacher questionnaire data not available at this time (March 2002)	<input type="checkbox"/> Provide leadership opportunities and relevant information for teachers to participate in a variety of reading, writing, mathematics, and/or assessment initiatives e.g.: Summer marking opportunities Curriculum writers School representatives from train-the trainer in services	Ontario Curriculum Team/ Principals / Vice Principals/ EQAO	February 2002 – December 2004	<input type="checkbox"/> Information and/or leadership opportunities are provided for teachers (e.g., participate as a presenter in school, cluster or system level in services including Summer Institute)	
	<input checked="" type="checkbox"/> Recognize teacher leadership as funding allows (e.g., conferences) (Continuing)	Ontario Curriculum Team/ Principals / Vice Principals	February 2002 – December 2004	<input checked="" type="checkbox"/> Teachers are recognized for their leadership (e.g., attending OAME mathematics leadership conference, Reading for the Love of It, letters/certificates of recognition for presenting/writing, honoraria for presenting, classroom resources etc.)	
	<input type="checkbox"/> Identify a Numeracy (mathematics) & Literacy (language) contact in each elementary school to receive and share information with other teachers through staff meetings, divisional meetings, etc. (Continuing)	Ontario Curriculum Team/ Principals / Vice Principals	September 2002	<input type="checkbox"/> Each school submits names of contacts and a master system list is compiled	5-11

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Monitor School EQAO Action Plans (Superintendents) to ensure EQAO criteria for School Action Plans are met.	<input type="checkbox"/> Revise accountability instrument for Superintendents to use to monitor School EQAO Action Plans in relation to the new SIP format and share the checklist with administrators	Ontario Curriculum Team	20002-2003	<input type="checkbox"/> Checklist is revised by Ontario Curriculum Team and shared with administrators	
	<input type="checkbox"/> EQAO Action Plans will align with School Accountability Portfolio (SAP); therefore Superintendent will review SIP to determine whether criteria is met	Superintendents of Education	2002-2003	<input type="checkbox"/> Superintendents provide schools with feedback on their SIP	
Investigate processes to share best practices	<input type="checkbox"/> Develop data of school EQAO scores, key EQUIP indicators and contextual information to determine "statistical neighbour" schools (with similar contextual factors)	EQAO Board Contact / Information Technology / Research Analyst	2002-2003	<input type="checkbox"/> Database developed	5-12
	~ Database is analyzed to identify schools that are performing higher than predicted based on their contextual factors	OC Team / Research Analyst/ Principals / Vice Principals / Teachers	2002-2003	<input type="checkbox"/> "Statistical neighbour" schools identified	
	~ Share best practices with the system, based on the strategies employed by the higher scoring schools in "statistical neighbour" groups	OC Team / Principals / Vice Principals / Teachers	2002-2003	<input type="checkbox"/> List of strategies is compiled and shared with system	

Area of Focus: Reading

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

NEW



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Ken Sanford (Consultant), Wayne Joudrie (Superintendent), Carol MacKenzie (Consultant), Mary-Jane Black (Acting Consultant), Gail Belisario (ESL Consultant), Sue MacDonald (Special Education Consultant), Deb Chabot (Principal), Richelle Bratuz (Teacher), Jean Lewis-Knight (Parent Representative)

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Increase achievement in reading for all students including a specific focus on increasing the number of students performing at Levels 3 and 4 in overall achievement by a minimum of 2 percentage points in 2002, 2003 & 2004 as per target setting. Overall Scores in Reading at Levels 3 and above 2000-2001 Gr. 3 – 47% Gr. 6 – 47%	<input type="checkbox"/> Allocate funds to support system-wide reading improvement initiatives for students in grades 1 - 8 (Continuing)	Board of Trustees/ Senior Administration	June 2002	<input type="checkbox"/> Allocate funds to support the significant number of students achieving at levels 1 and 2 <input type="checkbox"/> Financial incentives are provided for teaching staff to pursue professional development in the area of reading as funding allows (e.g., courses, conferences, workshops)	5-13
	<input type="checkbox"/> Provide in-service directed toward improving student skills in reading (Continuing)	Student Services Support Staff / ESL Consultant	January 2001 – May 2003	<input type="checkbox"/> In-services that have been co-planned, delivered and tracked	
	<input type="checkbox"/> Communication Services Implementation of the Oral Language Development pilot for Kindergarten	Communications Department	Fall 2002-June 2003	<input type="checkbox"/> Pilot sites selected <input type="checkbox"/> Program completed <input type="checkbox"/> Feedback received	
	<input type="checkbox"/> Reading as a focus at the HWDSB Summer Institute	Summer Institute Planning Committee	August 2002	<input type="checkbox"/> Reading is the focus of the HWDSB Summer Institute	
	<input type="checkbox"/> Provide financial incentives for teaching staff to pursue professional development in the area of reading as funding allows (e.g., courses, conferences, workshops) (Continuing)	Senior Administration	January 2002 - May 2003	<input type="checkbox"/> Financial support is provided for teachers pursuing professional development in the area of reading	

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
→ Increase achievement in reading for all students including a specific focus on increasing the number of students performing at Levels 3 and 4 in overall achievement by a minimum of 2 percentage points in 2002, 2003 & 2004 as per target setting.	<input type="checkbox"/> Require that all schools have a process in place for at-risk readers in hopes of affecting reading improvement in future years (beyond 2002) (Continuing)	Superintendents of Education	Fall 2002	<input type="checkbox"/> All schools communicate their process & results for at-risk readers in their School Improvement Plan	
	<input type="checkbox"/> Collect data and set targets to monitor reading improvement in primary students (Ministry Mandate)	Primary classroom teachers	March 2002 – December 2003	<input type="checkbox"/> In-service provided for consistent use of assessment tool <input type="checkbox"/> Targets are set using data obtained from the assessment tool	
	<input type="checkbox"/> Provide information for administrators to highlight the importance of school libraries, library resources and materials and strategies for ways in which schools can run their libraries with a small staffing allocation (Continuing)	Information Technology Team	March 2002, On-going	<input type="checkbox"/> Copies of "Library Talk" are distributed to administrators (at cluster meetings) <input type="checkbox"/> Provide focus meetings for administrators	
	<input type="checkbox"/> Communication Services implementation of the Oral Language Development pilot for Kindergarten	Communications Department	Fall 2002 - June 2003	<input type="checkbox"/> Pilot sites selected <input type="checkbox"/> Program completed <input type="checkbox"/> Feedback received	5-14
	<input type="checkbox"/> Target Learning Opportunity Grant funds for Early Intervention Literacy Programs (Continuing)	Ontario Curriculum Team Superintendents	June 2002	<input type="checkbox"/> Funds are allocated as indicated by specific criteria and need	
→ Increase teacher and administrator understanding of the knowledge/ skill categories in reading to facilitate student skill development in those four categories	<input type="checkbox"/> Provide in-services on strategies to instruct and assess the knowledge/skills categories in reading	Ontario Curriculum Team	January 2002 - 2003	<input type="checkbox"/> In-services provided and tracked	
	<input type="checkbox"/> Provide all teachers and administrators with criteria for the knowledge/skills categories in reading	Ontario Curriculum Team	March 2002 – June 2002	<input type="checkbox"/> Provided as component of Balanced Literacy/Reading Process In-services <input type="checkbox"/> "At-a-glance flip charts" highlighting criteria provided to all schools	
	<input type="checkbox"/> Provide students with prompts, based on the knowledge/skills categories, to use when reading	Ontario Curriculum Team	March 2002 – June 2002	<input type="checkbox"/> Posters for display in classrooms will be distributed to all schools as a part of the Balanced Literacy/Reading Process In-services	
Categories Scores at Level 3 and above 2000-2001 Grade 3 18 – 42% Grade 6 31 – 36%					

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Begin Implementation of the K-8 Literacy Guidelines with a focus on Reading	<input type="checkbox"/> Develop a System Implementation Plan for the Literacy Guidelines	Ontario Curriculum Team / Principals / Vice Principals	April 2002 – June 2002	<input type="checkbox"/> System Implementation Plan developed and shared with administrators	
	<input type="checkbox"/> Require schools to include in their School Improvement Plans, an implementation schedule for the K-8 Literacy Guidelines	Associated School Clusters Superintendents	Fall 2002	<input type="checkbox"/> Implementation timelines included in SIP	
	<input type="checkbox"/> Schools begin to investigate ways to timetable for literacy blocks of 120 minutes a day	Superintendents/ Principals/ Vice Principals / Teachers	April 2002 – January 2003	<input type="checkbox"/> Identified as a component within the timelines for implementation of the Literacy Guidelines	
Overall Scores in Reading at Levels 3 and above 2000-2001 Gr. 2 – 47% Gr. 6 – 47%	<input type="checkbox"/> Provide in-service on the Reading Process and Balanced Literacy	Ontario Curriculum Team/ Principals/ Vice Principals /School Literacy Teams	March 2002 – January 2004	<input type="checkbox"/> In-service provided and tracked	
	<input type="checkbox"/> Support schools/clusters of schools in the on-going implementation of the Literacy Guidelines	Ontario Curriculum Team / Student Support Services	March 2002 – January 2004	<input type="checkbox"/> Support provided as requested, and tracked	

5-15

Area of Focus: Writing

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

NE'W

EQAO

Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Jennifer George (Consultant), Superintendent representative not available, Sue Pleli (Consultant), Judy Watson (Special Education Consultant), Laura Romano (Principal), Linda Astle (Teacher), parent representative not available

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Increase teacher and administrator understanding of direct instruction in all knowledge/skill categories as it relates to the writing process.</p>	<p><input type="checkbox"/> Promote the use of appropriate quality resources by encouraging the use of the Literacy Guidelines and the grade by grade recommended resource list, in making school purchases of Literacy Resources to assist teachers (Continuing)</p> <p><input type="checkbox"/> Provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences (Continuing)</p>	<p>Ontario Curriculum Team / Teachers</p>	<p>February 2002 – March 2004</p>	<p><input type="checkbox"/> Incorporate in cluster and system based in-services</p>	
<p>(00-01) Overall Level of Achievement in Writing Gr. 3 52% writing at Levels 3,4 Gr. 6 47% writing at Levels 3,4</p> <p>(00-01) Grade 3: at Levels 3,4 Reasoning 20% Communication 21% Organization of Ideas 18% Application of Language Conventions 42%</p> <p>Grade 6: at Levels 3,4 Reasoning 29% Communication 37% Organization of Ideas 34% Application of Language Conventions 43%</p>	<p><input type="checkbox"/> Complete the awareness component of the K-8 Literacy Guidelines and start implementation phases</p> <p><input type="checkbox"/> Support teachers using a balanced literacy instructional sequence (modelled, shared, guided, independent) using the recommended text forms and organizers from Literacy Guidelines</p> <p><input type="checkbox"/> Promote the understanding of the cross-curricular nature of writing (e.g., teach procedure in science, communication in math, etc.)</p>	<p>Ontario Curriculum Team/ Principals/Vice Principals/ Superintendent/ Teachers</p> <p>Ontario Curriculum Team / Principals/Vice Principals/ Teachers</p> <p>Ontario Curriculum Team</p>	<p>December 2002</p> <p>February 2002 – 2004</p> <p>February 2002 – December 2004</p>	<p><input type="checkbox"/> Track each school completes 5 hours of initial Literacy Guideline in-service</p> <p><input type="checkbox"/> Track school-based in-services</p> <p><input type="checkbox"/> Offer and track school, cluster, system based in-services as required</p> <p><input type="checkbox"/> Writing in-services provided as requested and tracked at school, cluster and system levels</p>	<p>5-16</p>

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Increase teacher and administrator understanding of achievement levels and all knowledge/skills categories of writing.</p>	<p><input checked="" type="checkbox"/> Provide in-services for teachers / administrators that focus on understanding the instruction and assessment of writing categories to foster improvement in all students (Continuing)</p>	<p>Ontario Curriculum Team</p>	<p>February 2002 – December 2004</p>	<p><input type="checkbox"/> Writing in-services provided as requested and tracked at school, cluster and system levels</p>	
<p>→ (00-01) - Data not available from teacher questionnaire at this time</p>	<p><input type="checkbox"/> Provide opportunities for teachers and administrators to increase their understanding of all knowledge /skills categories within the achievement levels including the use of teacher moderation (e.g., what does Reasoning look like at Level 3? Level 2?) and the difference between holistic and analytical assessment</p>	<p>Ontario Curriculum Team</p>	<p>February 2002 – December 2004</p>	<p><input type="checkbox"/> Writing in-services at school, cluster and system as requested and tracked (in-services available upon request using the Writing Exemplars, Literacy Guidelines, EQAO Anchors, and "Sample Strategies" pages)</p>	

Area of Focus: Mathematics

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

N/W



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Krys Croxall (Superintendent), Claudette Sims (Consultant), Wes Hahn (Special Assignment Teacher), Debbie Sprentz (Consultant), Sharron Ciannavei (Principal), Cindy Brown (Teacher), Karen Turkstra (Parent representative)

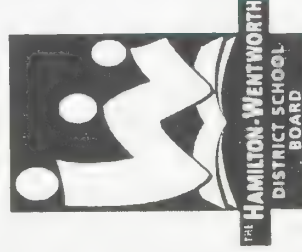
TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>➔ Continue to implement a quality mathematics program with an increased emphasis on the categories (process) of mathematics rather than the strands (content).</p> <p>➔ (00-01) 59% of grade 3 students and 44% of grade 6 students scored at levels 3 and 4 in the overall achievement of mathematics</p> <p>➔ (00-01) According to the HWDSB Mathematics Survey, 51% of Primary, 50% of Junior and 44% of Intermediate teachers are comfortable or completely comfortable with providing students opportunities to communicate mathematically</p> <p>➔ (00-01) 26% of grade 3 students and 24% of grade 6 students scored at Levels 3 and 4 in Communication compared to 29% of grade 3 students and 33% of grade 6 students provincially</p> <p>➔ (00-01) 27% of grade 3 students and 29% of grade 6 students scored at Levels 3 and 4 in Problem Solving compared to 28% of grade 3 students and 36% of grade 6 students provincially</p>	<p><input type="checkbox"/> Support the implementation and delivery of the four categories in Mathematics with specific emphasis on Communication (E.g., use of mathematical terminology, word walls, math journals) and Problem Solving (e.g., written and oral strategies)</p> <p><input type="checkbox"/> Provide the duplicating request forms for the ordering of the Peel/Hamilton Wentworth Numeracy project components</p> <p><input type="checkbox"/> Develop math survey part 2 to track the implementation of the HW/Peel Numeracy Project and the Mathematics curriculum in general</p> <p><input type="checkbox"/> Provide differentiated support via in-service on the Numeracy Project targeting new teachers and those teachers who have not had the opportunity to attend previous math in-services</p>	<p>Ontario Curriculum Team / Teachers / Principals / Vice Principals</p> <p>Ontario Curriculum Team / Teachers / Principals / Vice Principals</p> <p>Ontario Curriculum Team</p> <p>Ontario Curriculum Team</p>	<p>April 2002 – December 2004</p> <p>On-going</p> <p>Spring 2003</p> <p>February 2002 to December 2004</p>	<p><input type="checkbox"/> In service provided and tracked</p> <p><input type="checkbox"/> Math vocabulary charts are posted on Information Place</p> <p><input type="checkbox"/> Orders will be tracked.</p> <p><input type="checkbox"/> Math survey part 2 developed</p> <p><input type="checkbox"/> Tracking of attendance of new teachers and those teachers who have not previously attended in-service (upon request by school, cluster, or system)</p>	<p style="text-align: center; font-size: 2em;">5-18</p>

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Continue to implement a quality mathematics program with an increased emphasis on the categories (process) of mathematics rather than the strands (content) (Cont.)	<input type="checkbox"/> Develop an optional Mathematics delivery plan for schools to use, based on the objects and actions from the HW/Peel Numeracy Project that contain mathematics program.	Ontario Curriculum Team / Principals / Vice Principals / Teachers	June 2002	<input type="checkbox"/> Plan is developed (draft) <input type="checkbox"/> Use of HW/Peel components is tracked in Math survey part 2	
	<input type="checkbox"/> Develop an administrator guide that promotes the importance of technology in Mathematics instruction and ways to increase computer access related to mathematics instruction, especially in intermediate grades	OC Team/Info Tech Team	December 2003	<input type="checkbox"/> Administrator section of the mathematics delivery plan developed	
	<input type="checkbox"/> Develop a checklist for teachers and administrators to use to monitor the implementation of balanced mathematics program.	OC Team Teachers / Principals / Vice principals Curriculum Team	June 2002	<input type="checkbox"/> Checklist incorporated as part of the Mathematics delivery plan <input type="checkbox"/> Track administrator requests	
	<input type="checkbox"/> Develop an addendum to the Literacy Guidelines – Literacy in Content area chapter that focuses on Communication in Math	Ontario Curriculum Team / Teachers / Principals / Vice Principals	December 2004	<input type="checkbox"/> Addendum is developed and teachers are in-serviced	5-19
	<input type="checkbox"/> Develop and distribute posters for all elementary teachers within the system 1) Outlining the problem solving model including effective strategies to follow 2) Display effective communication strategies and ideas (e.g., oral and written communication in mathematics) <input type="checkbox"/> There will be a requirement that the posters be posted in all classrooms	Ontario Curriculum Team / Teachers / Principals / Vice Principals	January 2000 – December 2002 June 2004	<input type="checkbox"/> Posters developed and distributed to all schools within the system	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Develop teacher assessment literacy in mathematics.</p> <p>Communication Level 3&4 (2001) Grade 3 27% (HWDSB) 29% (Prov) Grade 6 24% (HWDSB) 33% (Prov)</p> <p>→ (00-01) According to the HWDSB Mathematics Survey, 51% of Primary, 50% of Junior and 44% of Intermediate teachers are at least comfortable or completely comfortable with providing students opportunities to communicate mathematically</p> <p>Data from the Teacher Questionnaire not available at this time (May 02)</p>	<p><input type="checkbox"/> Introduce the 2002 Ministry of Education Mathematics Exemplars Resource Document, Grades 1-8 through in-services that:</p> <ul style="list-style-type: none"> • Reinforce teacher moderation process • Review the categories and criteria • Promote the use of the exemplars as diagnostic and summative assessments • Provide opportunities for teachers to identify and generate activities that allow students to demonstrate Level 4 performance and the appropriate assessment that would match the expectation(s) <p><input type="checkbox"/> Coordinate opportunities for discussion between elementary and secondary teachers about instruction & assessment issues and the transition between elementary and secondary mathematics (contingent on funding for release time)</p>	<p>Ontario Curriculum Team</p> <p>Ontario Curriculum Team / Secondary Reform Team</p>	<p>Beginning Spring 2002</p> <p>Beginning 2002</p>	<p><input type="checkbox"/> In-services are provided for all schools</p> <p><input type="checkbox"/> Implementation of the exemplars will be tracked through Math Survey part 2</p> <p><input type="checkbox"/> Meetings will occur providing opportunities for dialogue between elementary and secondary teachers</p>	<p>5-20</p>

2000 – 2002
Hamilton-Wentworth District School Board
EQAO Action Plan for Improvement
in
Reading, Writing and Mathematics
based on
Grade 3 and 6 EQAO Results

(Reviewed in February / March 2002)



May 8, 2002

The Hamilton-Wentworth District School Board

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

REVIEW



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004
Action Plan Committee: Members of the Reading, Writing and Mathematics System Action Plan Committees

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
➔ Increase parent awareness and involvement in reading, writing and mathematics at home and school.	<input type="checkbox"/> Distribute survey to School Council Chairs to monitor the usefulness of parent fact sheets (Continuing)	Ontario Curriculum Team Ontario Curriculum Team/ Executive of the Assembly of School Councils	October 2001 June 2002	<input type="checkbox"/> Survey distributed to school council chairs to monitor the usefulness of parent fact sheets to be completed in October 2001 ◇ Distributed to school council chairs via Executive of the Assembly of School Councils and Hamilton Wentworth Home and School Council with copy to school administrator	➔ To be distributed to administrators October 2001 ◇ Not completed
Reading ➔ (98-99) 52% of grade 3 parents and 24% of grade 6 ➔ (99-00) 59% of grade 3 parents and 24% of grade 6 parents read with their children at least a few times a week ➔ (00-01) Data not available, as no home questionnaire was completed this assessment year Writing ➔ (98-99) 57% of grade 3 parents and 37% of grade 6 ➔ (99-00) 56% of grade 3 parents and 40% of grade 6 parents encourage their child to do writing that is not part of his or her work for school at least a few times a week ➔ (00-01) Data not available, as no home questionnaire was completed this assessment year Mathematics ➔ (98-99) 57% of grade 3 parents and 43% of grade 6 ➔ (99-00) 56% of grade 3 parents and 44% of grade 6 parents encourage their child to do mathematics that is not part of his or her work for school at least a few times a week ➔ (00-01) Data not available, as no home questionnaire was completed this assessment year	<input type="checkbox"/> Superintendents will encourage administrators to provide opportunities for parents to increase their understanding and involvement in mathematics, reading and/or writing at home and at school (Completed - continuing in action below)	Superintendents	January 2001 – December 2002	<input type="checkbox"/> Responses will be tracked for the system from the EQAO principal questionnaire	➔ EQAO results will be reviewed when released in Nov. 2001 ◇ Data unavailable March 2002
	◇ School Accountability Portfolios (SAPs) will include a description of opportunities offered to parents to increase understanding and involvement in reading, writing and mathematics at home	Principals / Vice Principals / Superintendents Principal of School Accountability	To be determined upon accessibility of SAP (Estimated timeline 2002-2003) Fall 2003	◇ SAP will be tracked by Superintendents and feedback given to administrators ◇ Included in the revised School Accountability Portfolio (SAP) document	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>~ Increase parent awareness and involvement in reading, writing and mathematics at home and school (Cont.).</p>	<p><input checked="" type="checkbox"/> Support schools/clusters of schools in their planning to increase parent understanding and involvement in reading, writing and mathematics (Continuing)</p>	<p>Ontario Curriculum Team</p>	<p>As requested by schools/clusters of schools</p>	<p><input checked="" type="checkbox"/> Provide administrators with information regarding the kinds of parent presentations available (Ontario Curriculum, assessment, EQAO, Report Cards) as the basis for cooperative planning and tailored to meet school/cluster needs</p> <p><input checked="" type="checkbox"/> Support is provided as requested and tracked</p>	<p>↳ Lack of requests for generic Ontario Curriculum presentation indicates a need for more specific presentations tailored to school needs and providing a list to principals at cluster meeting (April 01) of what's currently available for co-operative planning</p> <p>↳ 3 parent nights (Math)</p> <p>⇒ 4 parent nights (Reading)</p> <p>↳ 1 parent night (O C)</p> <p>⇒ List of Ontario Curriculum Team In-services Currently Available to Schools/Clusters of School for Cooperative Planning to Support EQAO Action Plans distributed to administrators in April 2001 Cluster packages</p> <p>◇ Fall 2001 - 4 parent nights held (1 writing, 1 EQAO, 2 First Steps)</p>
		<p>Ontario Curriculum Team</p>	<p>February 2002 - 2004</p>	<p>◇ Provide to Executive of the Assembly of School Councils and Hamilton Wentworth Home and School Council a list of available workshops designed by the Ontario Curriculum Team that can be presented to the Assembly</p>	<p>5-24</p> <p>◇ Parent Conference postponed to April 7, 2001</p> <p>⇒ Mathematics & writing sessions cancelled due to lack of enrollment</p> <p>⇒ Session on "Better Reading = Better Success" was offered and delivered</p>
	<p><input checked="" type="checkbox"/> Provide workshop(s) at the annual HWDSB Parent Conference that address reading, writing and mathematics instruction and assessment (Continuing at future Parent Conferences)</p>	<p>Ontario Curriculum Team / Teachers / Parent Conference Planning Committee</p> <p>Parent Conference Planning Committee</p>	<p>November 2000, 2001, 2002 (Future dates to be determined)</p> <p>June 2002</p>	<p><input checked="" type="checkbox"/> Workshop(s) offered at the annual HWDSB Parent Conference with information posted on HWDSB Information Place</p> <p>◇ Survey will be sent to the Executive of the Assembly of School Councils and Hamilton Wentworth Home and School Council to gather information on desired workshop topics</p>	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Increase ESL student skills and performance in mathematics, reading and writing.	<input checked="" type="checkbox"/> Provide in-service / training to prepare ESL teachers and administrators for the upcoming EQAO assessment so they can effectively support ESL students during the assessment (e.g., understanding permitted accommodations and modifications available to ESL students) (Continuing)	ESL Consultant / EQAO Board Contact	ESL Teachers - March 28, 2000 Administrators - April 2000 - 2002	<input checked="" type="checkbox"/> In-service is held, information is provided <input checked="" type="checkbox"/> Two 2 ESL teachers attended the half-day EQAO training for teachers new to grade 3 or 6	Information provided to ESL teachers at in-service on March 28, 2000 and to administrators in April 2000
Reading Gr 3 %scored at Levels 3 and 4 in reading HWDSB ESL Prov ESL 98-99 15% 21% 99-00 17% 21% 00-01 12% 21% Gr 6 %scored at Levels 3 and 4 in reading HWDSB ESL Prov ESL 98-99 4% 17% 99-00 7% 18% 00-01 8% 21%	<input checked="" type="checkbox"/> Conduct meetings / in-services for ESL teachers on a regular basis to address concerns, share strategies, provide support (Completed – continuing in new action)	ESL Consultant	Ongoing	<input checked="" type="checkbox"/> Meetings are held <input checked="" type="checkbox"/> Plan to co-plan in-services with the Ontario Curriculum Team around the Literacy Focus and the K-8 Literacy Guidelines	Monthly meetings began September 2000 for ESL teachers addressing program and operational issues
Writing Gr 3 %scored at Levels 3 and 4 in writing HWDSB ESL Prov ESL 98-99 29% 34% 99-00 26% 24% 00-01 19% 27% Gr 6 %scored at Levels 3 and 4 in writing HWDSB ESL Prov ESL 98-99 11% 21% 99-00 8% 15% 00-01 8% 21%	<input checked="" type="checkbox"/> Develop an ESL in-service support plan for classroom teachers and ESL teachers in the system (Completed – continuing in new action)	ESL Consultant	Ongoing	<input checked="" type="checkbox"/> Plan is developed and ready to begin implementation in September 2000 <input checked="" type="checkbox"/> In-services being planned in conjunction with Student Services support staff for JK/SK teachers, Core French teachers, Special Education teachers (What's the difference between Spec. Ed. & ESL?) <input checked="" type="checkbox"/> In-school program meetings for ESL and classroom teachers <input checked="" type="checkbox"/> Media Services support and Publisher & Resource support also being planned <input checked="" type="checkbox"/> Publisher's display of ESL materials organized March 2001	In-services being planned in conjunction with Student Services support staff for JK/SK teachers, Core French teachers, Special Education teachers (What's the difference between Spec. Ed. & ESL?) In-school program meetings for ESL and classroom teachers Media Services support and Publisher & Resource support also being planned Publisher's display of ESL materials organized March 2001
Mathematics Gr 3 %scored at Levels 3 and 4 in mathematics HWDSB ESL Prov ESL 98-99 28% 37% 99-00 27% 36% 00-01 30% 41% Gr 6 %scored at Levels 3 and 4 in mathematics HWDSB ESL Prov ESL 98-99 12% 31% 99-00 18% 30% 00-01 15% 36%	<input checked="" type="checkbox"/> Continue to meet, in-service and support classroom teachers and ESL teachers in the system	ESL Consultant	Ongoing	<input checked="" type="checkbox"/> Meetings are held <input checked="" type="checkbox"/> Participation are tracked	

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
→ Increase ESL student skills and performance in mathematics, reading and writing (Cont.).	<input checked="" type="checkbox"/> Compile an ESL resource binder that includes Communications with parents in different languages (e.g., LQAO translations) Strategies to use in the classroom with ESL students to help in mathematics, reading and writing (Completed - continuing in action below)	ESL Teachers/ ESL Consultant	July 2001	<input type="checkbox"/> Binder is compiled and distributed to schools	<input type="checkbox"/> Consideration of purchase of duplicating rights to <i>Peel Elementary ESL Support Binder</i> to incorporate into a HW ESL Support binder for all schools and ESL teachers <input type="checkbox"/> ESL Resource Binder is in the final editing stage with an estimated release in the 2002-2003 school year <input type="checkbox"/> Currently exploring the development of an informational video regarding ESL programming in HWDSB
	<input type="checkbox"/> Distribute and in-service ESL binder and Ministry documents	ESL Consultant	February 2003	<input type="checkbox"/> Both documents are distributed and in-serviced	
	<input type="checkbox"/> Provide an awareness session / support for the HW/Peel Numeracy Project	ESL Consultant / Ontario Curriculum Team	Dec. 2002	<input type="checkbox"/> In-service is held	
	<input type="checkbox"/> Heighten awareness of ESL issues & concerns across the system (specifically, Superintendents of Education, Student Services departments, School Administrators) for the purpose of improving programming and assessment in ESL (Continuing)	ESL Consultant	January 2001 - December 2001 February 2002 - 2003	<input type="checkbox"/> Meetings held <input type="checkbox"/> Meetings held	<input type="checkbox"/> ESL consultant presented issues and concerns related to ESL programming and assessment at Planning Council, Student Services department meetings, Administrators meetings and LRT meetings <input type="checkbox"/> At an initial stage, with the current focus on teachers new to ESL <input type="checkbox"/> Will continue to be a focus
	<input checked="" type="checkbox"/> Pilot the S.W.I.S.H. (Settlement Workers in Schools-Hamilton) program with approximately 15 schools in the system which helps support new families integrating into the school system & community (Continuing)	ESL Consultant / S.W.I.S.H. Co-ordinator / Settlement Workers	February 2001 - Spring 2002 February 2002	<input type="checkbox"/> Formal evaluation of the pilot program completed in Spring 2002 <input type="checkbox"/> SWISH pilot to be reviewed in June 2002	<input type="checkbox"/> Approximately 10 schools are participating in the SWISH pilot <input type="checkbox"/> 7 settlement workers assisting families at pilot schools

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Increase ESL student skills and performance in mathematics, reading and writing (Cont.).	<input type="checkbox"/> Co-ordinate meetings between middle school ESL teachers and secondary ESL department heads to discuss ESL issues and concerns regarding the transition from elementary to secondary ESL programs	ESL Consultant / Secondary Reform Consultant / ESL Department Heads	April 2001 - December 2002	<input type="checkbox"/> Meetings held	→ Meetings occurred providing opportunities for dialogue and further planning between elementary and secondary ESL personnel → Meetings between middle and secondary schools will commence in October 2001, and continue in winter and spring → ESL consultant also meets regularly with secondary department heads and the Secondary Reform Consultant
→ Address gender differences in reading, writing and mathematics.	<input checked="" type="checkbox"/> Provide parents, teachers and administrators with "awareness level" information on current research available on mathematics, reading and writing, and gender differences Psychological Services Information Sheet #10 "Mathematics and Gender Differences" (May 98) EQAO Research Series Number 1 "Mathematics and Gender: Background Literature" and "Reading, Writing and Gender: Background Literature" (April 99) Psychological Services Information Sheet #15 "Gender Differences in Reading and Writing" (December 2000) (Continuing - to make administrators aware of these resources on an annual basis)	Student Services Support Staff / Teachers	December 2001	<input checked="" type="checkbox"/> Workshop(s) offered at the annual HWDSB Parent Conference <input type="checkbox"/> Information sheets posted on HWDSB Information Place	→ Article "Gender Differences in Reading and Writing" currently being reviewed prior to distribution → Parent Conference postponed to April 7, 2001 (session on Gender cancelled due to lack of enrollment) → Each school received 2 copies of Psychological Services Information Sheet #15 "Gender Differences in Reading and Writing" (December 2000) in March 2001 → Information sheets will be posted on Information Place at a later date by Psych Services
		Student Services Support Staff / Teachers	December 2003	<input checked="" type="checkbox"/> Information shared as available	

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?																								
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	Girls	gr 3	gr 6	gr 3	gr 6																								
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	Girls	gr 3	gr 6	gr 3	gr 6																								
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No significant gender differences in the May 2001 assessment.					5-28																								

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Provide professional reading opportunities and relevant information for teachers and administrators in the areas of reading, writing, mathematics and assessment. ↳ Hamilton-Wentworth teachers identified professional readings as the number one means of extending their personal knowledge of Reading, writing and mathematics instruction over the last two years (98-99): <u>Gr 3</u> <u>Gr 6</u> Reading 91% 80% Writing 88% 79% Mathematics 89% 70% (99-00) <u>Gr 3</u> <u>Gr 6</u> Reading 91% 77% Writing 86% 75% Mathematics 85% 68% ↳ (98-99) Hamilton-Wentworth principals identified professional readings as a means of professional development in the theory and practice of mathematics instruction (55%) assessment (59%) and reading and/or writing instruction (64%) assessment (63%) ↳ (99-00) Hamilton-Wentworth principals identified professional readings as a means of professional development in the theory and practice of mathematics instruction (65%) assessment (66%) and reading and/or writing instruction (71%) assessment (70%) ↳ (00-01) data not available at this time	<input checked="" type="checkbox"/> One article per month given to administrators and literacy contact to be shared with teachers and school councils as appropriate (Continuing)	Ontario Curriculum Team / Administrators	September 2000 – December 2002 February 2002- December 2004	<input checked="" type="checkbox"/> Current articles distributed (as copyright allows) at monthly cluster meetings; article and shared with teachers and school councils as appropriate <input type="checkbox"/> Articles continue to be distributed at monthly cluster meetings, once Literacy and Numeracy contacts have been established at schools they will also receive a copy of relevant materials	↳ One article per month distributed to all administrators at monthly cluster meetings ↳ Articles continue to be distributed at monthly cluster meetings, once Literacy and Numeracy contacts have been established at schools they will also receive a copy of relevant materials
	<input checked="" type="checkbox"/> Provide for schools a list of recommended professional journals and web sites (Continuing)	Ontario Curriculum Team / Principal / Vice Principal Ontario Curriculum Team / Principal / Vice Principal	June 2001 June 2002	<input checked="" type="checkbox"/> List of recommended journals and web-sites distributed to schools at the June 2001 cluster meeting and posted on the HWDSB Information Place <input type="checkbox"/> Updated list of recommended journals and web-sites distributed to schools at the June 2002 cluster meeting and posted on the HWDSB Information Place	↳ "List of Recommended Journals and Websites" for reading, writing and mathematics distributed to administrators in June 2001 cluster package
	<input type="checkbox"/> Provide schools with information on how to access professional readings within the Board	Information Technology Consultant responsible for Teacher-Librarians	June 2002	<input type="checkbox"/> Information provided at the June 2002 cluster meeting and posted on Information Place	
	<input type="checkbox"/> Provide relevant information to teachers on a monthly basis using an electronic medium (i.e., e-mail / group mailing list)	Information Technology Consultant / Ontario Curriculum Team / Teachers	September 2003 - December 2004	<input type="checkbox"/> Information is mailed to teacher electronic mailing list	5-29
TASK	ACTIONS	ROLE	TIMELINES	INDICATORS	REVIEW

What needs to be done and why?	How will we do it?	Who will do it?	When will we do it?	How will we know if we are getting there?	How did we do?
<p>Provide opportunities for teachers to become leaders in the areas of reading, writing, mathematics and assessment.</p> <p>→ (98-99) In the 1998 1999 Provincial Report on Achievement, EQAO recommended that one way for teachers to develop their capacity to assess student learning in the classroom is by talking with other teachers who are experienced in and use a range of classroom assessment activities in mathematics, reading and writing</p>	<p><input checked="" type="checkbox"/> Provide leadership opportunities for those who have participated in a variety of assessment initiatives e.g.: Summer marking opportunities Curriculum writers School representatives from train-the trainer in services (Completed)</p>	<p>Ontario Curriculum Team/ Principal / Vice Principal / EQAO</p>	<p>January 2000 – December 2002</p>	<p><input checked="" type="checkbox"/> Leadership opportunities are provided for teachers (e.g., participate as a presenter in school, cluster or system level in-services including Summer Institute)</p>	<p>→ Approximately 50 teachers participated as presenters in cluster or system in-services (including Summer Institute) 2000</p> <p>→ Approximately 50 teachers participated as presenters in cluster or system in-services (including Summer Institute) 2001</p> <p>→ 55 First Steps tutors trained</p>
<p>→ (99-00) In the 1999 2000 Provincial Report on Achievement, EQAO recommended, "that teachers learn from colleagues who, by participating in school board or provincial initiatives, have enhanced their skills in curriculum and assessment"</p> <p>(00-01) Teacher questionnaire data not available at this time (March 2002)</p>	<p><input checked="" type="checkbox"/> Recognize teacher leadership as funding allows (e.g., conferences) (Continuing)</p>	<p>Ontario Curriculum Team/ Principal / Vice Principal</p> <p>Ontario Curriculum Team/ Principal / Vice Principal</p>	<p>January 2000 – December 2002</p> <p>February 2002 – December 2004</p>	<p><input checked="" type="checkbox"/> Teachers are recognized for their leadership (e.g., attending OAME mathematics leadership conference, Reading for the Love of It, letters/certificates of recognition for presenting/writing, honoraria for presenting, classroom resources etc.)</p>	<p>→ Some funding is available at the system and school level for conferences for teacher leaders</p> <p>→ All teacher presenters who participate in cluster and system in-services were recognized in some manner e.g., Presenters received honouraria, certificated for their participation, thank yous</p>
	<p><input type="checkbox"/> Identify a Numeracy (mathematics) & Literacy (language) contact in each elementary school to receive and share information with other teachers through staff meetings, divisional meetings, etc. (Continuing)</p>	<p>Ontario Curriculum Team / Principal / Vice Principal</p> <p>Ontario Curriculum Team/ Principal / Vice Principal</p>	<p>October 2001</p> <p>September 2002</p>	<p><input type="checkbox"/> Each school submits names of contacts and a master system list is compiled</p> <p><input type="checkbox"/> Contacts are recognized (e.g., certificate, letter, celebration, release time if funding permits)</p> <p>→ Each school submits names of contacts and a master system list is compiled</p>	<p>→ Administrators will be asked for this information in October 2001</p> <p>→ Approximately 50% of schools have identified a Literacy and/or Numeracy contact</p>

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TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Monitor School EQAO Action Plans (Superintendents) to ensure EQAO criteria for School Action Plans are met.	<input checked="" type="checkbox"/> Develop an accountability instrument for Superintendents to use to monitor School EQAO Action Plans and share the checklist with administrators (Completed)	Ontario Curriculum Team	February 2001	<input checked="" type="checkbox"/> Checklist is developed by Ontario Curriculum Team and shared with administrators	<input checked="" type="checkbox"/> "Checklist to Ensure EQAO Criteria for School Action Plans are met" distributed to administrators in February 2001 Cluster package
	<input checked="" type="checkbox"/> Revise accountability instrument for Superintendents to use to monitor School EQAO Action Plans in relation to the new School Improvement Plan (SIP) format and share the checklist with administrators	Ontario Curriculum Team	2002-2003	<input checked="" type="checkbox"/> Checklist is revised by Ontario Curriculum Team and shared with administrators	
	<input checked="" type="checkbox"/> Superintendent ensures EQAO criteria for school action plans are met (Completed - continuing in new action below)	Superintendents of Education	March 2001	<input checked="" type="checkbox"/> Superintendents provide schools with feedback on their EQAO Action Plans	<input checked="" type="checkbox"/> Superintendents provided with checklists February 2001, and gave some feedback to schools
	<input checked="" type="checkbox"/> EQAO Action Plans will align with SIP; therefore Superintendent will review SIP to determine whether criteria is met	Superintendents of Education	2002-2003	<input checked="" type="checkbox"/> Superintendents provide schools with feedback on their SIP	
Investigate processes to share best practices	<input checked="" type="checkbox"/> Develop databases of school EQAO scores, key EQUIP indicators and contextual information to determine "statistical neighbour" schools (with similar contextual factors)	EQAO Board Contact / Information Technology / Research Analyst	2002-2003	<input checked="" type="checkbox"/> Database developed	5-31
	~ Database is analyzed to identify schools that are performing higher than predicted based on their contextual factors	OC Team / Research Analyst / Principal / Vice Principal / Teachers	2002-2003	<input checked="" type="checkbox"/> "Statistical neighbour" schools identified	
	~ Share best practices with the system, based on the strategies employed by the higher scoring schools in "statistical neighbour" groups	OC Team / Principal / Vice Principal / Teachers	2002 2003	<input checked="" type="checkbox"/> List of strategies is compiled and shared with system	

Area of Focus: Reading

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

REVIEW



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Ken Sanford (Consultant), Wayne Joudrie (Superintendent), Carol MacKenzie (Consultant), Mary Jane Black (Acting Consultant), Gail Belisario (ESL Consultant), Sue MacDonald (Special Education Consultant), Deb Chabot (Principal), Richelle Bratuz (Teacher), Jean Lewis-Knight (Parent Representative)

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Increase achievement in reading for all students including a specific focus of increasing the number of students performing at Levels 3 and 4 in overall achievement in reading by a minimum of 2 (3) percentage points.</p>	<p><input checked="" type="checkbox"/> Allocate funds to support system-wide reading improvement initiatives for students in grades 1 - 8 (Continuing)</p>	<p>Board of Trustees/ Senior Administration</p>	<p>June 2001</p>	<p><input checked="" type="checkbox"/> Additional funding is targeted for reading improvement initiatives</p>	<p>→ Learning Opportunity Grants distributed to support Literacy initiatives (7 LO teachers, servicing a total of 35 schools)</p> <p>→ Ministry of Education funding targeting Literacy Pilots (e.g., 29 teachers First Steps Tutors trained Summer 2001, DRA and Soar to Success literacy pilots)</p> <p>◇ First Steps Tutors trained (12-October 2001, 14 March 2002)</p> <p style="text-align: right;">5-32</p>
		<p>Board of Trustees/ Senior Administration</p>	<p>June 2002</p>	<p>◇ Allocate funds to support the significant number of students achieving at levels 1 and 2</p> <p>◇ Financial incentives are provided for teaching staff to pursue professional development in the area of reading as funding allows (e.g., courses, conferences, workshops)</p>	
<p>(Continued in new Task 1) Overall Scores in Reading at Levels 3 and above 2000-2001 Gr. 3 - 47% Gr. 6 - 47%</p>	<p><input checked="" type="checkbox"/> Provide in-service directed toward improving student skills in reading (Continuing)</p>	<p>Instructional Services Support Staff / Ontario Curriculum Team</p>	<p>January 2001 - May 2002</p>	<p><input checked="" type="checkbox"/> In-services provided and tracked</p>	<p>→ Communication Services created a Special Assignment Literacy position, this person received First Steps training in Summer 2001</p> <p>→ Communication Services intends to create pilot projects on classroom-based oral language programming; created by Speech Pathologists and classroom teachers (see new task)</p>
		<p>Student Services Support Staff / ESL Consultant</p>	<p>January 2001 - May 2003</p>	<p><input type="checkbox"/> In-services that have been co-planned are delivered and tracked</p>	

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>→ Increase achievement in reading for all students including a specific focus of increasing the number of students performing at Levels 3 and 4 in overall achievement in reading by a minimum of 2 (3) percentage points (Cont.).</p>					<p>↪ Reading Recovery teachers were trained through the Learning Opportunity Grant (LOG) initiative unfortunately changes in the program eliminated these positions for the 2001-2002 school year</p> <p>◇ 12 Early Reading Target Sessions involving 140 administrators and 279 teachers from 115 schools were presented during January and February 2002</p> <p>◇ 30 administrators and 32 teachers attended the Regional Forum focusing on Early Reading in Feb. 2002</p> <p>◇ 136 administrators attended 9 workshops introducing the HWDSD K-8 Literacy Guidelines (October to December 2001)</p> <p>◇ 12 workshops involving 279 teachers were introduced to the HWDSD Guidelines K-8 during January and February 2002</p>
<p>(Continued in new Task 1)</p>					<p>↪ 4 schools received training and support to implement the All Star Reading Program</p> <p>↪ All Star Reading strategies were shared with 80 LRTs at System meeting</p> <p>↪ 220 teachers, 30 administrators attended awareness sessions of the HWDSD Primary Literacy Guidelines</p> <p>↪ 133 teachers, 8 administrators attended in-services focusing on use of the Reading Exemplars and/or the Supports for Higher Achievement Literacy Continuum. Cluster/school based sessions were available and delivered upon request</p> <p>↪ 60 administrators and/or consultants attended in-service on "The Influence of the Administrator on Ensuring the Development of Literacy Skills" (Dr. Jean Hewitt, David Townsend)</p>

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
1- Increase achievement in reading for all students including a specific focus of increasing the number of students performing at Levels 3 and 4 in overall achievement in reading by a minimum of 2 (3) percentage points (Cont.). (Continued in new Task 1)					<ul style="list-style-type: none"> ⇨ Completion of training by 13 First Steps pilot sites, beginning implementation ⇨ First Steps administrator awareness session delivered at a System meeting (April 2001). School/cluster awareness sessions available upon request ⇨ 29 teachers trained as First Steps Tutors Summer 2001 ⇨ 10 pilot schools trained in the implementation of Developmental Reading Assessment DRA (95 teachers, 5 administrators) baseline data collected, implementation begins (Sept. 2001) ⇨ DRA awareness session provided for OC and Special Education consultants and Superintendents (June 2001) ⇨ 20 schools received in-service on the Soar to Success reading intervention program ⇨ Baseline data collected and implementation begins (Sept. 2001)
	<ul style="list-style-type: none"> ◇ Communication Services implementation of the Oral Language Development pilot for Kindergarten (Continuing) 	<p>Communications Department Kindergarten Consultant</p> <p>Communications Department</p>	<p>Fall 2001- June 2002</p> <p>Fall 2002- June 2003</p>	<ul style="list-style-type: none"> ◇ Pilot sites selected ◇ Program completed, reviewed and updated ◇ Feedback received ◇ Pilot sites selected ◇ Program completed ◇ Feedback received 	<p>Two schools currently in pilot (May 02) with the intention of expanding to program to 22 sites for the school year commencing Sept 2002.</p>
	<ul style="list-style-type: none"> ☑ Reading is featured at the HWDSB Summer Institute (Completed – see action below) ◇ Reading as a focus at the HWDSB Summer Institute 	<p>Summer Institute Planning Committee</p> <p>Summer Institute Planning Committee</p>	<p>Summer 2001</p> <p>August 2002</p>	<ul style="list-style-type: none"> ☑ Reading is featured at the HWDSB Summer Institute ◇ Reading is the focus of the HWDSB Summer Institute 	<ul style="list-style-type: none"> ⇨ Will be the focus in the Summer 2002 Institute ⇨ Guided Reading in-service for 50 teachers was presented at the Summer Institute 2001

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Increase the variety of instructional and assessment strategies used by teachers for reading (cont.).					<p>→ Approximately 23 schools within the System will be implementing the Reading components 2001-2002 school year</p> <p>→ 5 clusters have at least 1 school piloting the DRA, with a total of 10 schools involved across the System</p> <p>→ At least 1 school per cluster has a Soar to Success pilot, with a total of 19 schools involved across the System</p>
					<p>◆ 16 assessment-focused workshops involving 523 teacher/ administrator contacts were presented between September 2001 and February 2002</p>

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Increase overall achievement in reading. (Continued in new Tasks 1, 2, or 3) ↳ (98-99) 43% of HWDSB grade 3 students and 42% of HWDSB grade 6 students scored at Levels 3 and 4 in reading compared to 44% of grade 3 students and 48% of grade 6 students provincially ↳ (99-00) 46% of HWDSB grade 3 students and 42% of HWDSB grade 6 students scored at Levels 3 and 4 in reading compared to 49% of grade 3 students and 51% of grade 6 students provincially ↳ (00-01) 48% of HWDSB grade 3 students and 47% of HWDSB grade 6 students scored at Levels 3 and 4 in reading compared to 50% of grade 3 students and 54% of grade 6 students provincially	<input checked="" type="checkbox"/> Support schools/clusters of schools with strategies to develop students' reading performance at all grade levels (Completed - continuing in Task 1)	Student Services/ Ontario Curriculum Team	January 2000 – December 2002	<input checked="" type="checkbox"/> Support is provided as requested and tracked	↳ Variety of support offered to administrators (71), and teachers (568) ↳ A component of the Choices Into Action, full-day in-service addressed learning skills, at least 1 administrator and 2 teachers per school attended ↳ 2 Report Cards/ Learning Skills in-services were offered and attended by approximately 50 teachers in Spring 2001 ↳ Strategies to develop learning skills are addressed by Special Education System Resource meetings
	<input type="checkbox"/> Develop and distribute Junior Literacy Guidelines to assist teachers and administrators in selecting, designing and assessing reading programs (Completed – Incorporated in Task 3)	Junior Literacy Guidelines Committee / Ontario Curriculum Team	January 2001 – December 2001	<input checked="" type="checkbox"/> Junior Guidelines developed <input type="checkbox"/> Junior Guidelines are distributed and in-serviced	↳ Primary Guidelines were revised, additional sections developed, and Junior and Intermediate Guidelines developed ↳ K-8 document in final editing stage anticipated release date Nov. 2001. ↳ Administrator awareness session for K-8 Literacy Guidelines document planned Nov. 2001. ↳ 9 workshops were presented between October and December 2001 to introduce the HWDSB Literacy Guidelines K-8 to 136 Administrators ↳ 12 workshops were presented during January and February 2002 to introduce the HWDSB K-8 to 279 teachers
	<input checked="" type="checkbox"/> Provide information for administrators to highlight the importance of school libraries, library resources and materials in the acquisition of literacy skills (Completed – continuing in Task 1)	Information Technology Team / Ontario Curriculum Team	January 2000 – December 2002 January 2001 - December 2002	<input checked="" type="checkbox"/> Additional copies of "Library Talk" are distributed to administrators (at cluster meetings) <input type="checkbox"/> Additional copies of "Library Talk" are distributed to administrators through mailings that include all school libraries, and are also highlighted as part of the Ontario Curriculum cluster package	↳ Copies sent to administrators, superintendents and school libraries through mailings
	<input type="checkbox"/> Develop an information sheet suggesting ways in which schools can run their libraries with a small staffing allocation (Completed – continuing in Task 1)	Information Technology Team	June 2001	<input type="checkbox"/> Information sheet developed and distributed to administrators	↳ Embedded into the Library talk newsletter (e.g., strategies re: prep coverage, etc.)

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
	<input checked="" type="checkbox"/> Target Learning Opportunity Grant funds for Early Intervention Literacy Programs (Completed – continuing in Task 1)	Ontario Curriculum Team Superintendents Superintendent of Program	June 2001 June 2002	<input type="checkbox"/> Funds are allocated as indicated by specific criteria and need <input checked="" type="checkbox"/> Funds are targeted for Early Intervention Literacy Programs	<input checked="" type="checkbox"/> Learning Opportunity Grant was targeted for literacy support initiatives
	<input checked="" type="checkbox"/> Provide schools with strategies to instruct and assess the categories of reading (Completed – continuing in Task 2)	Ontario Curriculum Team	May 2000 – December 2000 January 2001 - December 2002	<input checked="" type="checkbox"/> Strategies provided through Reading Exemplars system in-services <input checked="" type="checkbox"/> Included as part of "Supports for Higher Learning" in services (February 2001) <input checked="" type="checkbox"/> Strategies provided through ongoing Reading Exemplars In-services offered	<input checked="" type="checkbox"/> Provided as part of the Reading Exemplars in-services (2 teachers per school) which was provided to all schools <input checked="" type="checkbox"/> 43 administrators, 178 teachers identified in Literacy Guidelines K-3 <input checked="" type="checkbox"/> 133 teachers, 8 administrators attended in-services focusing on use of the Reading Exemplars and/or the Supports for Higher Achievement Literacy Continuum <input checked="" type="checkbox"/> 5 In-services focusing on the Reading Exemplars were presented between September 2001 and February 2002 to 226 Teachers/Administrators <input checked="" type="checkbox"/> 12 workshops introducing the HWDSB Literacy Guidelines K-8 were presented to 279 Primary Teachers during January and February 2002
	<input checked="" type="checkbox"/> Provide in-services on strategies to instruct and assess the knowledge/skills categories in reading	Ontario Curriculum Team	January 2002 - 2003	<input checked="" type="checkbox"/> In-services provided and tracked	
	<input checked="" type="checkbox"/> Provide all teachers and administrators with criteria for the knowledge/skills categories in reading	Ontario Curriculum Team	March 2002 - June 2002	<input checked="" type="checkbox"/> Provided as component of Balanced Literacy/Reading Process In-services <input checked="" type="checkbox"/> "At-a-glance flip charts" highlighting criteria provided to all schools	
	<input checked="" type="checkbox"/> Provide students with prompts, based on the knowledge/skills categories, to use when reading	Ontario Curriculum Team	March 2002 - June 2002	<input checked="" type="checkbox"/> Posters for display in classrooms will be distributed to all schools as a part of the Balanced Literacy/Reading Process In-services	

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>Increase student skills in all knowledge/skills categories of reading. (Completed – incorporated into Task 2)</p> <ul style="list-style-type: none"> ↗ (98-99) Grade 3 scores in all categories of reading were consistent with the provincial results at Levels 3 and 4 ↗ (99-00) Grade 3 scores in all categories of reading were consistent with the provincial results (1 to 2% below) at Levels 3 and 4 ↗ (00-01) Grade 3 scores in all categories of reading were consistent with the provincial results (1 to 2% below) at Levels 3 and 4 ↗ (98-99) Grade 6 scores in all categories of reading were 7% to 10% below the provincial results at Levels 3 and 4 ↗ (99-00) Grade 6 scores in all categories of reading were 2% to 7% below the provincial results at Levels 3 and 4 ↗ (00-01) Grade 6 scores in all categories of reading were 6% to 7% below the provincial results at Levels 3 and 4 	<p><input type="checkbox"/> Develop guidelines to provide criteria for junior teachers to assess programs reflecting all knowledge/skills categories of reading (Completed)</p>	<p>Junior Literacy Guidelines Committee/ Ontario Curriculum Team</p>	<p>January 2001 - January 2002</p>	<p><input checked="" type="checkbox"/> Junior Literacy Guidelines developed <input type="checkbox"/> Junior Literacy Guidelines are distributed and in-serviced</p>	<p>↗ Primary Guidelines were revised, additional sections developed, and Junior and Intermediate Guidelines developed ↗ K-8 documents is in final editing stage, anticipated release date Nov. 2001 ↗ Administrator awareness session for K-8 Literacy Guidelines document planned for Nov. 2001 ↖ HWDSB Literacy Guidelines K-8 released during November 2001 ↖ Guideline Awareness In-services were provided to 136 Administrators during November and December 2001 ↖ Guidelines Awareness In-services were provided to 279 teachers during January and February 2002</p>
<p>Increase Special Education student skills and performance in reading (Completed – incorporated in Task 1)</p>	<p><input type="checkbox"/> Recommend that accommodating / modifying reading instruction and assessment continue to be an agenda item on one or more of the monthly LRT and special class teacher meetings (Completed)</p>	<p>Special Education Team / LRT Steering Committee</p>	<p>September 2000 - June 2001</p>	<p><input checked="" type="checkbox"/> Recommendation is made <input type="checkbox"/> One or more of the monthly LRT meetings deals with accommodating / modifying reading instruction and assessment</p>	<p>↗ Recommendation was made ↗ 3 meetings addressed reading instruction ↗ Included in a variety of in-services: 68 administrators, 501 teachers ↗ Included as a component in 3 of 6 LRT meetings (80 LRTs)</p>

5-40

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Increase Special Education student skills and performance in reading (Cont.) (Completed – incorporated in Task 1)	<input type="checkbox"/> Provide teachers with a variety of instructional and assessment strategies as well as information about reading materials, that are appropriate for students receiving special education support, through co-operatively planned in-services by Instructional Services departments (Completed – continuing in Task 1)	Special Education/ Ontario Curriculum/ Communication Department / Psych Services	January 2001 - December 2002	<input type="checkbox"/> Track number of in-services that have been co-operatively planned and delivered	<input type="checkbox"/> In the initial stage with the creation of a multi-disciplinary support system for students at risk, including a list of curriculum resources, literacy pilots within the system <input type="checkbox"/> Oct 26th 2001 each Instructional Services department will have an awareness in-service on the Ontario Curriculum, K-8 Literacy Guidelines Document and Board initiatives delivered by the Ontario Curriculum Team, follow up sessions as required <input type="checkbox"/> Instructional Services (Spec. Ed., Communication Services, Social Work, Psychology) co-chaired action plan with a Literacy Focus <input type="checkbox"/> Long range plan to align recommended strategies to school with the Ontario Curriculum <input type="checkbox"/> 4 Sessions involving 76 members of Student Services Staff were introduced to the HWDSB Literacy Focus during October 2001 <input type="checkbox"/> A common Student Services literacy focus has been established
	<input type="checkbox"/> Provide in-service directed toward improving skills in reading for all students (e.g. instruction, assessment strategies)	Ontario Curriculum Team/ Student Services Support Staff/ ESL Consultant	January 2001 - May 2003	<input type="checkbox"/> In-services provided and tracked <input type="checkbox"/> In-services that have been co-operatively planned and delivered are provided and tracked	
	<input checked="" type="checkbox"/> Provide support for schools requesting assistance when choosing appropriate reading materials (Completed)	Instructional Services Support Staff	January 2000 - December 2002	<input checked="" type="checkbox"/> Support is provided as requested and tracked	<input type="checkbox"/> Assistance provided for schools upon request <input type="checkbox"/> Criteria for selecting reading programs included in K-8 Literacy Guidelines <input type="checkbox"/> Publisher's Display for Learning Resource Teacher's 2001 showcasing reading materials <input type="checkbox"/> A Publishers Display was provided on Oct. 19, 2001 P.A. Day

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Begin Implementation of the K-8 Literacy Guidelines with a focus on Reading	<ul style="list-style-type: none"> Develop a System Implementation Plan for the Literacy Guidelines 	Ontario Curriculum Team/ Principals/ Vice Principals	April 2002 – June 2002	<ul style="list-style-type: none"> System Implementation Plan developed and shared with administrators 	
	<ul style="list-style-type: none"> Require schools to include in their School Improvement Plans, an implementation schedule for the K-8 Literacy Guidelines 	Associated School Clusters Superintendents	Fall 2002	<ul style="list-style-type: none"> Implementation timelines included in SIP 	
	<ul style="list-style-type: none"> Schools begin to investigate ways to timetable for literacy blocks of 120 minutes a day 	Superintendents/ Principals/ Vice Principals/ Teachers	April 2002 – January 2003	<ul style="list-style-type: none"> Identified as a component within the timelines for implementation of the Literacy Guidelines 	
	<ul style="list-style-type: none"> Provide in-service on the Reading Process and Balanced Literacy 	Ontario Curriculum Team/ Principals / Vice Principals/ School Literacy Teams	March 2002 – January 2004	<ul style="list-style-type: none"> In-service provided and tracked 	
Overall Scores in Reading at Levels 3 and above 2000-2001 Gr. 3 – 47% Gr. 6 – 47%	<ul style="list-style-type: none"> Support schools/clusters of schools in the on-going implementation of the Literacy Guidelines 	Ontario Curriculum Team/ Student Support Services	March 2002 – January 2004	<ul style="list-style-type: none"> Support provided as requested, and tracked 	

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

REVIEW



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Jennifer George (Consultant), Superintendent representative not available, Sue Pleli (Consultant), Judy Watson (Special Education Consultant), Laura Romano (Principal), Linda Astle (Teacher), parent representative not available

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
~ Increase teacher and administrator understanding of direct instruction in all knowledge/skill categories as it relates to the writing process.	<input type="checkbox"/> Promote the use of appropriate quality resources by encouraging the use of the Literacy Guidelines and the grade by grade recommended resource list, in making school purchases of Literacy Resources to assist teachers (Continuing)	Ontario Curriculum Team / Teachers	January 2001 - December 2002 February 2002 - March 2004	<input checked="" type="checkbox"/> Grade by grade recommended resource list updated annually and distributed to administrators <input type="checkbox"/> Incorporate in cluster and system based in-services	<input checked="" type="checkbox"/> Recommended resource list was distributed to schools in Fall 2000, also posted on Information Place <input checked="" type="checkbox"/> Publisher's Display was held on Oct. 19 th , 2001 highlighting Early Learning Resources <input checked="" type="checkbox"/> On-going 1:1 communication with administrators and teachers regarding appropriate resources
(99-00) Overall Level of Achievement in Writing Gr. 3 51% writing at Levels 3,4 Gr. 6 48% writing at Levels 3,4 (00-01) Overall Level of Achievement in Writing Gr. 3 52% writing at Levels 3,4 Gr. 6 47% writing at Levels 3,4 (00-01) Grade 3: at Levels 3,4 Reasoning 20% Communication 21% Organization of Ideas 18% Application of Language Conventions 42% Grade 6: at Levels 3,4 Reasoning 29% Communication 37% Organization of Ideas 34% Application of Language Conventions 43%	<input checked="" type="checkbox"/> Support teachers in explicitly teaching students the writing process: ~ forms ~ purposes ~ organization (Completed)	Ontario Curriculum Team / Teachers	January 2001 - December 2002 February 2002 - December 2004	<input checked="" type="checkbox"/> Writing in-services provided as requested and tracked at school, cluster and system levels <input checked="" type="checkbox"/> increased variety of writing audiences and writing purposes as reported in EQAO Teacher Questionnaires (December 2001)	<input checked="" type="checkbox"/> optional site based in-services provided as requested <input checked="" type="checkbox"/> Approximately 26 administrators attended optional System level in-services on Balanced Literacy, Instructional Strategies, and Assessment Strategies in Nov. 2001. <input checked="" type="checkbox"/> 9 schools implemented First Steps writing component (8 schools with their own tutor-trainer, 1 school without) <input checked="" type="checkbox"/> EQAO Teacher Questionnaire Data 2001 not available as yet (May 3/02)
	<input type="checkbox"/> Provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences (Continuing)	Information Technology Team	January 2001 - December 2002 February 2002 - December 2004	<input type="checkbox"/> Strategies shared with administrators and teachers	<input checked="" type="checkbox"/> Purchased First Class and Microsoft Publisher 2000 to promote the development of Literacy skills. To be used as tools in the writing process (e.g., writing for various audiences)

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Increase teacher and administrator understanding of direct instruction in all knowledge/skill categories as it relates to the writing process (Cont.)	<input checked="" type="checkbox"/> Develop a Junior section for the Literacy Guidelines which promote the use of a variety of purposes and audiences for student writing (Completed - revised in Task 1)	Junior Literacy Guidelines Committee / Ontario Curriculum Team	May 2001 - March 2002	<input checked="" type="checkbox"/> Junior Literacy Guidelines developed <input type="checkbox"/> Junior Literacy Guidelines distributed and in-service	<input checked="" type="checkbox"/> Primary Guidelines were revised, additional sections developed, and Junior and Intermediate Guidelines developed <input checked="" type="checkbox"/> K-8 documents is in final editing stage, anticipated release date Nov. 2001 <input checked="" type="checkbox"/> Administrator awareness session for K-8 Literacy Guidelines document planned for Nov. 2001 <input checked="" type="checkbox"/> Approximately 136 administrators received half day awareness in-service on the HWDSB K-8 Literacy Guidelines (Nov./ Dec 2001)
	<input checked="" type="checkbox"/> Continue the implementation plan of the Early Literacy Guidelines (Completed - continued to new action - see below)	Ontario Curriculum Team/ Principals/ Vice Principals/ Teachers	January 2001 - March 2002	<input checked="" type="checkbox"/> Offer cluster based in-services as requested	<input checked="" type="checkbox"/> All clusters received optional awareness in-service sessions by January 2001 Additional sessions will be held in conjunction with the release of the K-8 Literacy Guidelines document
	<input checked="" type="checkbox"/> Complete the awareness component of the K-8 Literacy Guidelines and start Implementation phases	Ontario Curriculum Team/ Principals/ Vice Principals/ Superintendents/ Teachers	December 2002 February 2002- December 2004	<input checked="" type="checkbox"/> Track each school completing 5 hours of initial Literacy Guideline in-service by the end of Nov. 2002 <input checked="" type="checkbox"/> Track school-based in-services Offer and track school, cluster, system based in-services as required during implementation phases	
	<input checked="" type="checkbox"/> Support teachers using a balanced literacy instructional sequence (modelled, shared, guided, independent) using the recommended text forms and organizers from Literacy Guidelines	Ontario Curriculum Team / Principals/ Vice Principals/ Teachers	February 2002- December 2004	<input checked="" type="checkbox"/> Writing in-services provided as requested and tracked at school, cluster and system levels	
	<input checked="" type="checkbox"/> Promote the understanding of the cross-curricular nature of writing (e.g., teach procedure in science, communication in math, etc.)	Ontario Curriculum Team	February 2002- December 2004	<input checked="" type="checkbox"/> Provided as a component of subject-specific in-service and tracked <input checked="" type="checkbox"/> Track school-base in-service (provided as a component of the "Literacy in the Content Areas" initial Literacy Guideline school in-service)	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Increase teacher and administrator understanding of achievement levels and all knowledge/ skills categories of writing.</p> <p>→ (98-99) b/w 63% and 80% of (99-00) between 61% and 76% of grade 3 teachers are very comfortable teaching the categories of writing (00-01) - data not available from teacher questionnaire at this time</p> <p>→ (98-99) b/w 56% and 77% of (99-00) between 52% and 70% of grade 3 teachers are very comfortable assessing the categories of writing (00-01) - data not available from teacher questionnaire at this time</p> <p>→ (98-99) b/w 70% and 80% of (99-00) between 63% and 75% of grade 6 teachers are very comfortable teaching the categories of writing (00-01) - data not available from teacher questionnaire at this time</p> <p>→ (98-99) b/w 65% and 78% of (99-00) between 56% and 74% of grade 6 teachers are very comfortable assessing the categories of writing (00-01) - Data not available from teacher questionnaire at this time</p>	<p><input checked="" type="checkbox"/> Provide in-services for teachers / administrators that focus on understanding the instruction and assessment of writing categories to foster improvement in all students (Continuing)</p> <p><input checked="" type="checkbox"/> Investigate a start date for the development of an Intermediate section for the Literacy Guidelines (Completed)</p> <p><input checked="" type="checkbox"/> Develop a Junior section for the Literacy Guidelines to assist teachers and administrators with effective practices for teaching and assessing student writing (Completed - revised in new action below)</p>	<p>Ontario Curriculum Team</p> <p>Ontario Curriculum Team</p> <p>Intermediate Literacy Guidelines Committee / Ontario Curriculum Team</p> <p>Junior Literacy Guidelines Committee / Ontario Curriculum Team</p>	<p>January 2000- December 2002</p> <p>February 2002- December 2004</p> <p>March 2002</p> <p>May 2001- March 2002</p>	<p><input checked="" type="checkbox"/> Writing in-services provided as requested and tracked at school, cluster and system levels</p> <p><input checked="" type="checkbox"/> Writing in-services provided as requested and tracked at school, cluster and system levels</p> <p><input checked="" type="checkbox"/> Timeline for Intermediate section developed</p> <p><input checked="" type="checkbox"/> Junior Literacy Guidelines developed</p> <p><input type="checkbox"/> Junior Literacy Guidelines distributed and in-serviced</p>	<p>→ Approximately 65 teachers & administrators attended a school, cluster or summer institute in-service on Writing Exemplars</p> <p>→ Approximately 28 teachers & administrators attended a school, cluster or summer institute in-service on Writing Exemplars</p> <p>→ Approximately 20 teachers & 2 administrators attended a school-based in-service on implementing the First Steps Writing strand</p> <p>→ In light of the System focus on Literacy, the Intermediate section of the Guidelines was developed a year ahead of schedule</p> <p>→ Primary Guidelines were revised, additional sections developed, and Junior and Intermediate Guidelines developed</p> <p>→ K-8 documents in final editing stage, anticipated release date Nov. 2001</p> <p>→ Administrator awareness session for K-8 Literacy Guidelines document planned for Nov. 2001</p> <p>→ Approximately 136 administrators received half-day awareness in-service on the HWDSB K-8 Literacy Guidelines (Nov./ Dec 2001)</p>

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Increase teacher and administrator understanding of achievement levels and all knowledge/skills categories of writing (Cont.)</p>	<p>→ Provide opportunities for teachers and administrators to increase their understanding of all knowledge /skills categories within the achievement levels including the use of teacher moderation (e.g., what does Reasoning look like at Level 3? Level 2?) and the difference between holistic and analytical assessment</p>	<p>Ontario Curriculum Team</p>	<p>February 2002– December 2004</p>	<p>→ Writing in-services at school, cluster and system as requested and tracked (in-services available upon request using the Writing Exemplars, Literacy Guidelines, EQAO Anchors, and "Sample Strategies" pages)</p>	
	<p>→ Identify activities that have an opportunity for a Level 4 performance and the appropriate assessment that would align with these activities</p>	<p>Ontario Curriculum Team</p>	<p>February 2002– December 2003</p>	<p>→ In-services that address the Levels of Achievement are offered and shared at a cluster meeting</p>	
<p>→ Develop teacher understanding of the achievement levels in writing. (Completed) <i>(from the Ontario Curriculum 1 & 2 Language document, Provincial Writing Exemplars Provincial Report Card EQAO Assessment Scales)</i></p> <p>→ (98-99) 30% or more grade 3 teachers still report comfort levels below "very comfortable" when assessing written Reasoning, Communication and Organization of Ideas</p> <p>→ (99-00) 26% or more grade 3 teachers still report comfort levels below "very comfortable" when assessing written Reasoning, Communication and Organization of Ideas</p> <p>→ (00-01) - data not available from teacher questionnaire at this time</p>	<p>→ Opportunities for teachers and administrators to increase their understanding of achievement levels is embedded in school, cluster, and system writing in services (Continuing – in new action see previous Task)</p>	<p>Ontario Curriculum Team</p>	<p>January 2000 - December 2002</p>	<p>→ Writing in-services at school, cluster and system levels that address Ontario Curriculum levels of achievement are provided as requested and tracked</p>	<p>→ All writing in-services address the concept of Level 4 opportunities /performance where applicable</p> <p>→ Teacher moderation process included in all writing in-services where applicable</p> <p>→ Approximately 60 teachers and 2 administrators attended in-service on "Preparing your students for EQAO" which included an examination of the categories and achievement levels</p>
<p>→ (98-99) 30% or more grade 6 teachers still report comfort levels below "very comfortable" when</p> <p>→ (99-00) 24% or more grade 6 teachers still report comfort levels below "very comfortable" when assessing written communication to a specific audience, with an appropriate voice and when assessing students' reasoning as they develop ideas and relate these ideas to the purpose of the task.</p> <p>→ (00-01) - Data not available from teacher questionnaire at this time</p>	<p>→ Identify activities that have an opportunity for a Level 4 performance and the appropriate assessment that would align with these activities (Continuing – in new action see previous Task)</p>	<p>Ontario Curriculum Team</p>	<p>April 2002</p>	<p>→ In-services that address the Levels of Achievement are offered and shared at a cluster meeting</p>	<p>→ In light of the System focus on Reading, System level in-services will not be offered at this time</p>

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Develop teacher understanding of the achievement levels in writing (Completed) ↳ (99-00) Teachers questionnaire results indicated that teachers are unsure of the difference between holistic and analytical assessment Gr. 3 teachers A few time a year or less or don't know Holistic scoring 58% Analytical scoring 60% Gr. 6 teachers A few time a year or less or don't know Holistic scoring 52% Analytical scoring 49% ↳ (00-01) - data not available from teacher questionnaire at this time	<input checked="" type="checkbox"/> Use the Provincial Writing Exemplars to level samples of student work (including the use of the teacher moderation process to determine levels, and the vocabulary holistic and analytical assessment) (focused in-service to be offered) (Continuing – In new action see previous Task) <input checked="" type="checkbox"/> Share strategies for developing "next steps" for students' writing skills to encourage progress to a higher level (focused in-service to be offered) (Completed) <input checked="" type="checkbox"/> Promote the understanding of the cross-curricular nature of writing assessment (Continuing – In new action see previous Task)	Ontario Curriculum Team	April 2002	<input type="checkbox"/> In-services that address the leveling of student work through the Teacher Moderation process and holistic and analytical assessment methods are offered and shared at a cluster meeting	<input type="checkbox"/> In light of the System focus on Reading, System level in-services will not be offered at this time <input type="checkbox"/> 9 schools are currently implementing the First Steps writing component
		Ontario Curriculum Team	May 2001 – March 2002	<input checked="" type="checkbox"/> Provided as a component of subject-specific in-service and tracked	<input type="checkbox"/> In light of the System focus on Reading, this will be addressed at a later date
		Ontario Curriculum Team/ Teachers/ Principals/ Vice Principals	January 2001 – June 2002	<input checked="" type="checkbox"/> Offer school/cluster in-service as requested <input checked="" type="checkbox"/> Offer to all primary teachers the opportunity to be in-serviced on the Early Literacy Guidelines either at the cluster level or by teachers/administrators at the school level	<input type="checkbox"/> The cross-curricular aspect of Literacy will be embedded in Literacy Guideline in-services and subject area in-services <input type="checkbox"/> Approximately 248 primary teachers received training on "Literacy in the Content Areas" as part of the Early Reading full-day in-service Jan./Feb. 2002 <input type="checkbox"/> All schools received blackline master package and script of this in-service to use a part of their staff training of the HWDSB K-8 Literacy Guidelines <input type="checkbox"/> Literacy in the content areas is addressed in the Literacy Guidelines document
	<input checked="" type="checkbox"/> Continue to develop Board implementation plan of the Early and Junior Literacy Guidelines (Completed)	Ontario Curriculum Team/ Teachers/ Principals/ Vice Principals	January 2001 – March 2002	<input checked="" type="checkbox"/> Mention in cluster packages when appropriate <input type="checkbox"/> Incorporate in cluster and system based in-services	<input type="checkbox"/> With the revision of the Primary Guidelines and development of the Junior and Intermediate Guidelines, the implementation plan will be revisited <input type="checkbox"/> Awareness sessions for teachers of all divisions will be included in the revised implementation plan
	<input checked="" type="checkbox"/> Encourage the use of the (Early) K-8 Literacy Guidelines in making school purchases of Literacy Resources (Completed – continuing in new Task 1)	Ontario Curriculum Team/ Principals/ Vice Principals	January 2001 – March 2002		<input type="checkbox"/> Administrators are encouraged to purchase resources on the recommended resource lists and/or resources that meet criteria outlined in the K-8 Literacy Guidelines

Area of Focus: Mathematics

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS



Improvement Outcome: to be reviewed in September 2002, January 2003, September 2003, January 2004

Action Plan Committee: Krys Croxall (Superintendent), Claudette Sims (Consultant), Wes Hahn (Special Assignment Teacher), Debbie Sprentz (Consultant), Sharron Ciannavei (Principal), Cindy Brown (Teacher), Karen Turkstra (Parent representative)

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Continue to implement the Peel/Hamilton-Wentworth Numeracy Project with an increased emphasis on the categories (process) of mathematics rather than the strands (content).</p> <p>→ (98-99) 54% of grade 3 students and 35% of grade 6 students scored at Levels 3 and 4 in the overall achievement of mathematics</p> <p>→ (99-00) 53% of grade 3 students and 41% of grade 6 students scored at Levels 3 and 4 in the overall achievement of mathematics</p> <p>→ (00-01) 59% of grade 3 students and 44% of grade 6 students scored at levels 3 and 4 in the overall achievement of mathematics</p> <p>→ (00-01) According to the HWDSB Mathematics Survey, 51% of Primary, 50% of Junior and 44% of Intermediate teachers are comfortable or completely comfortable with providing students opportunities to communicate mathematically</p> <p>→ (00-01) 26% of grade 3 students and 24% of grade 6 students scored at Levels 3 and 4 in Communication compared to 29% of grade 3 students and 33% of grade 6 students provincially</p> <p>→ (00-01) 27% of grade 3 students and 29% of grade 6 students scored at Levels 3 and 4 in Problem Solving compared to 28% of grade 3 students and 36% of grade 6 students provincially</p>	<p><input checked="" type="checkbox"/> Monitor the implementation of the five strands by asking for feedback (at in-service and through a system survey) from schools about the supports needed to continue implementation. What support do you need to help you with your implementation of the components of the project? (Completed)</p>	<p>Ontario Curriculum Team / Teachers / Principals / Vice Principals</p>	<p>January 2001 – December 2002</p>	<p><input checked="" type="checkbox"/> Feedback is requested and received</p> <p><input checked="" type="checkbox"/> A plan based on feedback, is developed and put in place to support the implementation of the project.</p>	<p>→ Survey has been completed and tallied, analysis still required. Survey has been completed and tallied in the form of the HWDSB Mathematics Survey Report 2002</p> <p>→ Feedback is received from all system, cluster and school in-services</p> <p>→ Plan to be based on feedback and system survey response</p>
<p>→ Support the implementation and delivery of the four categories in Mathematics with specific emphasis on Communication. (E.g., use of mathematic terminology, word walls, math journals) and Problem Solving (e.g., written and oral strategies)</p>	<p>→ Provide the duplicating request forms for the ordering of the Peel/Hamilton-Wentworth Numeracy project components</p>	<p>Ontario Curriculum Team / Teachers / Principals / Vice Principals</p>	<p>April 2002 – December 2004</p>	<p>→ In service provided and tracked</p> <p>→ Math Vocabulary charts are posted on Information Place</p>	
		<p>Ontario Curriculum Team / Teachers / Principals / Vice Principals</p>	<p>On-going</p>	<p>→ Orders will be tracked.</p>	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Continue to implement the Peel/Hamilton-Wentworth Numeracy Project with an increased emphasis on the categories (process) of mathematics rather than the strands (content) (Cont.)</p>	<p><input checked="" type="checkbox"/> Provide differentiated support on the Numeracy Project (based on system, school and individual teacher need) e.g., awareness level in service, increased focus on assessment using the components (Completed – see new action below)</p>	<p>Ontario Curriculum Team</p>	<p>Spring 2001</p>	<p><input type="checkbox"/> Support plan developed based on feedback from system survey</p>	<p>→ Recommendations include: presenting summary of results to administrators, encouraging schools to focus their efforts on Communication in Math, supporting the implementation of the Peel-Hamilton-Wentworth Numeracy Project, and supporting new teachers with instructional and assessment strategies → Communication and problem solving continue to be areas of concern for both grade 3 and 6 → Use of older textbooks is a concern → Teachers infrequently using the Project pieces → 70-78% of elementary teachers are using the Expectations Continuum</p>
	<p>◇ Develop math survey part 2 to track the implementation of the HW/Peel Numeracy Project and the Mathematics curriculum in general</p>	<p>Ontario Curriculum Team</p>	<p>Spring 2003</p>	<p>◇ Math survey part 2 developed</p>	
	<p><input checked="" type="checkbox"/> Promote Information Technology software in-services and resources to teachers and administrators (e.g., Teaching & Technology, web-sites, software, cluster reports) (Continuing)</p>	<p>Information Technology Team</p>	<p>February 2002 – December 2004</p>	<p><input checked="" type="checkbox"/> Packages of Information Technology software in-service flyers are distributed to all elementary schools through Information Technology Contact <input checked="" type="checkbox"/> Additional copies of upcoming Information Technology software in-service flyers and resources (e.g., Teaching & Technology) are distributed to administrators at cluster meetings</p>	<p>→ Packages of information distributed to Information Technology Contact → Additional copies are distributed to administrators → Teaching & Technology distributed 4 times per year, to circulation list of approximately 500 teachers and all administrators</p>
	<p>◇ Provide differentiated support via in-service on the Numeracy Project targeting new teachers and those teachers who have not had the opportunity to attend previous math in-services</p>	<p>Ontario Curriculum Team</p>	<p>February 2002 to December 2004</p>	<p>◇ Tracking of attendance of new teachers and those teachers who have not previously attended in-service (upon request by school, cluster, or system)</p>	

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
Continue to implement the Peel/Hamilton-Wentworth Numeracy Project with an increased emphasis on the categories (process) of mathematics rather than the strands (content) (Cont.)	<ul style="list-style-type: none"> Develop an optional Mathematics delivery plan for schools to use, based on the objects and actions from the HW/Peel Numeracy Project that contain mathematics program. 	Ontario Curriculum Team / Principals/ Vice Principals/ Teachers	June 2002	<ul style="list-style-type: none"> Plan is developed Use of HW/Peel components is tracked in Math survey part 2 	
	<ul style="list-style-type: none"> Develop an administrator guide that promotes the importance of technology in Mathematics instruction and ways to increase computer access related to mathematics instruction, especially in intermediate grades 	OC Team	December 2003	<ul style="list-style-type: none"> Administrator section of the mathematics delivery plan developed 	
	<ul style="list-style-type: none"> Develop a checklist for teachers and administrators to use to monitor the implementation of balanced mathematics program. 	OC Team Teachers / Principals/ Vice Principals	June 2002	<ul style="list-style-type: none"> Checklist incorporated as part of the Mathematics delivery plan 	
	<ul style="list-style-type: none"> Support teachers and administrators in recognizing and using a balanced instructional sequence (modelled, shared, guided, independent) by embedding the process within all optional system-level in-services 	Ontario Curriculum Team	February 2002 December 2004	<ul style="list-style-type: none"> In-services are tracked and requested 	
	<ul style="list-style-type: none"> Develop an addendum to the Literacy Guidelines - Literacy in Content area chapter that focuses on Communication in Math 	Ontario Curriculum Team / Principals/ Vice Principals	December 2004	<ul style="list-style-type: none"> Addendum is developed and teachers are in-serviced 	
	<ul style="list-style-type: none"> Develop and distribute posters for all elementary teachers within the system <ol style="list-style-type: none"> Outlining the problem solving model including effective strategies to follow Display effective communication strategies and ideas (e.g., oral and written communication in mathematics) There will be a requirement that the posters be posted in all classrooms 	Ontario Curriculum Team / Teachers / Principals/ Vice Principals	January 2000 - December 2002 June 2004	<ul style="list-style-type: none"> Posters developed and distributed to all teachers within the system 	

TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>→ Develop teacher assessment literacy in mathematics.</p>	<p><input checked="" type="checkbox"/> Offer in-service for teachers to identify and generate activities that allow students to demonstrate Level 4 performance and the appropriate assessment that would match the expectation(s) (Completed – continuing in new action below)</p>	<p>Ontario Curriculum Team</p>	<p>September 2000 – December 2002</p>	<p><input checked="" type="checkbox"/> Opportunities to better understand the concept of Level 4 performance are included / embedded in school, cluster and system level mathematics in-services</p>	<p>→ All mathematics in services address the concept of Level 4 opportunities /performance where applicable</p>
<p>(From the Ontario Curriculum 1 8 Mathematics document, and EQAO Assessment Scales)</p> <p>→ (98-99) There are several assessment strategies and materials used by many H-W grade 3 and 6 teachers only a few times a month</p> <p>→ (98-99) These strategies and materials would assist in the understanding of achievement levels (e.g., conferencing about mathematics, rubrics for mathematics activities, solutions of open ended questions)</p>	<p><input type="checkbox"/> Introduce the 2001 Ministry of Education Mathematics Exemplars Resource Document, Grades 1-8 through in-services at the system and cluster levels (Completed – continuing in new action below)</p>	<p>Ontario Curriculum Team</p>	<p>Pending release</p>	<p><input type="checkbox"/> In-service plan is developed following release of Mathematics Exemplars Document</p>	<p>→ Mathematics Exemplar document is delayed in its release (anticipated date Winter 2002)</p> <p>→ New release date of revised document Spring 2002</p>
<p>→ (99-00) Teachers use some assessment strategies in mathematics only a few times a year or less</p> <p>Grade 3</p> <p>Conferencing about mathematics (35%)</p> <p>Mathematics journals/logs (32%)</p> <p>Rubrics for mathematics activities (36%)</p> <p>Solutions of open ended questions (25%)</p> <p>Reports on investigations (51%)</p> <p>Grade 6</p> <p>Conferencing about mathematics (42%)</p> <p>Mathematics journals/logs (57%)</p> <p>Rubrics for mathematics activities (47%)</p> <p>Solutions of open-ended questions (32%)</p> <p>Reports on investigations (61%)</p>	<p>→ Introduce the 2002 Ministry of Education Mathematics Exemplars Resource Document, Grades 1-8 through in-services that:</p> <ul style="list-style-type: none"> • Reinforce teacher moderation process • Review the categories and criteria • Promote the use of the exemplars as diagnostic and summative assessments • Provide opportunities for teachers to identify and generate activities that allow students to demonstrate Level 4 performance and the appropriate assessment that would match the expectation(s) 	<p>Ontario Curriculum Team</p>	<p>Beginning Spring 2002</p>	<p>→ In-services are provided for all schools</p> <p>→ Implementation of the exemplars will be tracked through Math Survey part 2</p>	

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
→ Develop teacher assessment literacy in mathematics (cont.)	<input checked="" type="checkbox"/> Offer in-service for teachers that promotes consistency in assessment by leveling samples of student work using EQAO and/or Numeracy scales and check results with accompanying anchor papers) (Completed)	Ontario Curriculum Team	September 2000 – December 2000 beginning March 2001	<input checked="" type="checkbox"/> Opportunities to better understand the concept of leveling student work are included / embedded at school, cluster and system level mathematics in services <input type="checkbox"/> In-services are offered that specifically address understanding the Levels of Achievement as they relate to mathematics are offered	↳ Optional site-based in-services were delivered on topics including communication, problem solving, and use of manipulatives ↳ Optional in-services to support were delivered on request at the cluster and school level ↳ In-service was held on the Teacher Moderation Process in Math using student anchor papers from the Hamilton-Wentworth/Peel Numeracy project
	<input checked="" type="checkbox"/> Promote the cross-stranded Math Assessment Project (M A P) units at in-services (Completed – continuing in Task 1 - Math delivery plan)	Ontario Curriculum Team/ Teachers	Fall 2000 – December 2002	<input checked="" type="checkbox"/> Included as a component of school, cluster and system in-services	↳ M.A.P. units included /promoted in all mathematics in-services where applicable ↳ M.A.P. units continue to be included/promoted in all mathematics in-services where applicable ↳ 30 teachers participated in the field test of cross-grade primary M.A.P. units
	<input type="checkbox"/> Coordinate opportunities for discussion between elementary and secondary teachers about instruction & assessment issues and the transition between elementary and secondary mathematics (contingent on funding for release time)	Ontario Curriculum Team / Secondary Reform Team	Beginning 2002	<input type="checkbox"/> Meetings will occur providing opportunities for dialogue between elementary and secondary teachers	

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>Increase student skills when communicating required knowledge in mathematics. (Completed – incorporated into Task 1 and/or 2)</p> <p><i>Communication Level 3&4</i></p> <p>(98-99) Grade 3 32% (HWDSB) 33% (Prov) Grade 6 23% (HWDSB) 33% (Prov) (99-00) Grade 3 26% (HWDSB) 29% (Prov) Grade 6 23% (HWDSB) 32% (Prov) (00-01) Grade 3 27% (HWDSB) 29% (Prov) Grade 6 24% (HWDSB) 33% (Prov)</p> <p>→ (98-99) 16% of grade 3 teachers and 12% of grade 6 teachers have their students engage in mathematics journal writing at least a few times a week compared to 22% of grade 3 teachers and 23% of grade 6 teachers provincially</p> <p>→ (99-00) 27% of grade 3 teachers and 21% of grade 6 teachers have their students engage in mathematics journal writing at least a few times a week compared to 24% of grade 3 teachers and 27% of grade 6 teachers provincially</p> <p>→ (00-01) According to the HWDSB Mathematics Survey, 51% of Primary, 50% of Junior and 44% of Intermediate teachers are at least comfortable or completely comfortable with providing students opportunities to communicate mathematically</p>	<p><input checked="" type="checkbox"/> Continue to provide school and cluster in service opportunities for teachers on communication in mathematics (i.e. the use of mathematical terminology, word walls, math journals, etc.)</p> <p>(Completed – continuing in Task 1)</p>	<p>Ontario Curriculum Team/ Teachers / Principals/ Vice Principals</p>	<p>January 2000 – December 2002</p>	<p><input checked="" type="checkbox"/> In-services are provided as requested</p> <p><input checked="" type="checkbox"/> Participation in school and cluster in-services on communication in mathematics is tracked</p>	<p>→ 10 in-services provided on Communication in Mathematics</p> <p>→ Approximately 210 teachers & administrators attended a school, cluster or summer institute in-service on Communication in Mathematics</p> <p>→ Optional in-services were delivered on request at the cluster and school level</p>
	<p><input type="checkbox"/> Co-ordinate opportunities for discussion between elementary and secondary teachers about instruction & assessment issues and the transition between elementary and secondary mathematics (contingent on funding for release time)</p> <p>(Completed – continuing in Task 2)</p>	<p>Ontario Curriculum Team / Secondary Reform Team</p>	<p>September 2001 – June 2002 December 2003</p>	<p><input type="checkbox"/> Meetings will occur providing opportunities for dialogue between elementary and secondary teachers</p>	<p>→ In light of the System focus on Literacy and the limited System resources, this initiative has been temporarily put on hold to be addressed at a future time</p> <p>→ One cluster met as a cluster-based project, involving 6 elementary and 1 secondary school to discuss CAT3 pilot (June 2001)</p>

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>Increase student skills when problem solving in mathematics.</p> <p>→ (98-99) 36% of grade 3 students and 27% of grade 6 students scored at Levels 3 and 4 in Problem Solving compared to 38% of grade 3 students and 37% of grade 6 students provincially</p> <p>→ (99-00) 27% of grade 3 students and 31% of grade 6 students scored at Levels 3 and 4 in Problem Solving compared to 30% of grade 3 students and 39% of grade 6 students provincially</p> <p>→ (98-99) 38% of grade 3 teachers and 34% of grade 6 teachers have students solve open ended problems at least a few times a week</p> <p>→ (99-00) 39% of grade 3 teachers and 36% of grade 6 teachers have students solve open ended problems at least a few times a week compared to 45% of grade 3 students and 39% of grade 6 students provincially</p> <p>→ (00-01) No data available from the EOAO student questionnaire March 2002</p>	<p><input checked="" type="checkbox"/> Continue to provide school and cluster in-service opportunities for teachers on problem-solving in mathematics and strategies for instructing and assessing using a problem-solving approach (Completed –continued in Task 1)</p> <p><input checked="" type="checkbox"/> Provide additional support on the use of appropriate problem-solving resources (e.g., Peel/Hamilton Wentworth Numeracy Project) (Completed –continued in Task 1)</p>	<p>Ontario Curriculum Team/ Teachers/ Principals/ Vice Principals</p> <p>Ontario Curriculum Team</p>	<p>January 2000 – December 2002 December 2004</p> <p>January 2000 – December 2002</p>	<p><input checked="" type="checkbox"/> In-services are provided as requested</p> <p><input checked="" type="checkbox"/> Participation in school and cluster in-services on problem solving in mathematics is tracked</p> <p><input checked="" type="checkbox"/> Additional support is provided as requested and tracked</p>	<p>→ 10 in-services provided on Problem Solving in Mathematics</p> <p>→ Approximately 250 teachers & administrators attended a school, cluster or summer institute in-service on Problem Solving in Mathematics</p> <p>→ Optional site-based in-services were delivered on topics including communication, problem solving, and use of manipulatives</p> <p>→ Approximately 120 teachers attended a variety of sessions</p> <p>→ Optional in-services were delivered on request at the cluster and school level</p> <p>→ 4 follow-up in-services provided on the components of the Peel/Hamilton-Wentworth Numeracy Project</p> <p>→ Approximately 95 teachers & administrators attended a school follow-up in-service on the Peel/Hamilton Wentworth Numeracy Project</p> <p>→ Optional site-based in-services were delivered on topics including communication, problem solving, and use of manipulatives</p>

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TASK What needs to be done and why?	ACTIONS How will we do it?	ROLE Who will do it?	TIMELINES When will we do it?	INDICATORS How will we know if we are getting there?	REVIEW How did we do?
<p>Increase teacher use of a variety of tools (e.g., manipulatives, calculators, and computers) to support mathematics instruction. (Completed – continuing in Task 1)</p> <p>Manipulatives</p> <ul style="list-style-type: none"> → (98-99) 75% of grade 3 teachers and 33% of grade 6 teachers have their students use concrete materials to understand, learn and explain new concepts at least a few times a week → (99-00) 81% of grade 3 teachers and 44% of grade 6 teachers have their students use concrete materials to understand, learn and explain new concepts at least a few times a week <p>Calculators</p> <ul style="list-style-type: none"> → (98-99) 22% of grade 3 teachers and 38% of grade 6 teachers have their students use calculators to do arithmetic in a problem solving environment. To explore patterns, to test out predictions at least a few times a week → (99-00) 25% of grade 3 teachers and 41% of grade 6 teachers have their students use calculators to do arithmetic in a problem-solving environment. To explore patterns, to test out predictions at least a few times a week <p>Computers</p> <ul style="list-style-type: none"> → (98-99) 22% of grade 3 teachers and 6% of grade 6 teachers have their students use computers (e.g., to organize and/or display data, for geometry investigations) at least a few times a week → (99-00) 17% of grade 3 teachers and 12% of grade 6 teachers have their students use computers (e.g., to organize and/or display data, for geometry investigations) at least a few times a week <p>→(00-01) HWDSB Mathematics Survey 43% of primary teachers, 45% of junior and 53% of intermediate teachers indicated that they were not comfortable or were somewhat comfortable using computer application</p>	<p><input checked="" type="checkbox"/> Increase teacher awareness by modeling and highlighting the appropriate use of a variety of tools to support mathematics instruction in mathematics in-services (Completed)</p> <p><input checked="" type="checkbox"/> Promote Information Technology software in-services and resources to teachers and administrators (e.g., Teaching & Technology, web-sites, software, cluster reports) (Completed – continuing in Task 1)</p>	<p>Ontario Curriculum Team/Information Technology Team</p> <p>Information Technology Team</p> <p>Information Technology Team</p>	<p>January 2000 – December 2002</p> <p>January 2000 – December 2002</p> <p>February 2002 – December 2004</p>	<p><input checked="" type="checkbox"/> Strategies and resources shared with teachers at mathematics and information technology in-services</p> <p><input checked="" type="checkbox"/> Increased use reported in EQAO Teacher Questionnaires (December 2001)</p> <p><input checked="" type="checkbox"/> Packages of Information Technology software in-service flyers are distributed to all elementary schools through Information Technology Contact</p> <p><input checked="" type="checkbox"/> Additional copies of upcoming Information Technology software in-service flyers and resources (e.g., Teaching & Technology) are distributed to administrators at cluster meetings</p>	<p>→ All mathematics in-services address the use of tools where applicable, and model appropriate use of math manipulatives</p> <p>→ With one exception (Grade 3 teachers use of computers), increased use of tools (concrete materials, calculators & computers) reported in the 2000 Teacher Questionnaire</p> <p>→ Schools who participated in the Teacher Moderation Process in Mathematics in-service received a support resources that link instruction and assessment of concepts in math to the use of common manipulatives (K-6 schools received SuperSource CD) (7-8 SuperSource resource books)</p> <p>→ Teachers who participated in the Teacher Moderation Process in Mathematics in-service received math manipulatives for their classrooms</p> <p>→ Through infusion of new technology, increased access to Ministry-licensed Math programs (beginning Nov 2001 - June 2003)</p> <p>→ Packages of information distributed to Information Technology Contact</p> <p>→ Additional copies are distributed to administrators</p> <p>→ Teaching & Technology distributed 4 times per year, to circulation list of approximately 500 teachers and all administrators</p>

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TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Increase teacher use of a variety of tools (e.g., manipulatives, calculators, and computers) to support mathematics instruction (cont.)	<input checked="" type="checkbox"/> Continue to provide in-school support (e.g., in service, demonstration lessons) on effective integration of computers into the mathematics curriculum (3 half time Information Technology itinerant teachers to continue to provide support) (Completed) <input checked="" type="checkbox"/> Continue to develop resources for teachers to facilitate computer use in the mathematics program (focusing on core software that facilitates integration between math and other subject areas (e.g., Math & Science & Technology): AppleWorks (ClarisWorks), MathTrek Series, Mathville series, Geometer's Sketchpad, Tabs+) (Completed)	Information Technology Team	January 2000 – December 2002	<input checked="" type="checkbox"/> Support is provided as requested and tracked <input type="checkbox"/> Technology resource packages are available and distributed to schools as requested	<input checked="" type="checkbox"/> In-school support provided as requested <input checked="" type="checkbox"/> In-school support related to computers and mathematics to be tracked beginning in Jan 2001/2 <input checked="" type="checkbox"/> Due to changes in budgets, the 3 half-time positions were eliminated (Sept. 2001) <input checked="" type="checkbox"/> Claris Works in-services (30 teachers) <input checked="" type="checkbox"/> Resource packages distributed to all schools <input checked="" type="checkbox"/> 13 Commandments resource package (lesson plans, template) that promote the use of computers in the curriculum <input checked="" type="checkbox"/> Curriculum Unit Planner in-services were delivered upon request, highlighting how to import Ministry and HWDSB math units
Provide opportunities for teachers and administrators to monitor their implementation of a balanced mathematics program. (Completed – continuing in Task 1)	<input checked="" type="checkbox"/> Post all available mathematics resources (e.g., M.A.P. units) on the HWDSB Information Place for schools/teachers to access (Completed) <input type="checkbox"/> Provide a checklist for teachers and administrators to use to monitor the implementation of balanced mathematics programs (this could be used each term for planning, for reflection, etc.) (Completed – continuing in Task 1)	Information Technology Team / Ontario Curriculum Team Ontario Curriculum Team / Teachers / Principals / Vice Principals	January 2001 – December 2002 In conjunction with the system survey	<input checked="" type="checkbox"/> Resources are posted on the HWDSB Information Place <input type="checkbox"/> Checklist is developed and forwarded for use in schools / classrooms	<input checked="" type="checkbox"/> Mathematics resources are posted on Information Place, as they become available <input checked="" type="checkbox"/> <i>New Split Grade Units posted</i> <input checked="" type="checkbox"/> In light of the System focus on Literacy and the limited System resources, this initiative has been temporarily put on hold to be addressed at a future time <input checked="" type="checkbox"/> <i>Not completed at this time March 2002, incorporated into the Math delivery plan action in Task 1</i>
Increase awareness of the mathematics curriculum & assessment issues facing students as they make the transition from elementary to secondary (e.g., reporting, EQAO). (Completed – continuing in Task 2)	<input type="checkbox"/> Co-ordinate opportunities for discussion between elementary and secondary teachers about instruction & assessment issues and the transition between elementary and secondary mathematics (contingent on funding for release time) (Completed – continuing in Task 2)	Ontario Curriculum Team / Secondary Reform Team	September 2001 – June 2002 June 2003	<input type="checkbox"/> Meetings will occur providing opportunities for dialogue between elementary and secondary teachers	<input checked="" type="checkbox"/> In light of the System focus on Literacy and the limited System resources, this initiative has been temporarily put on hold to be addressed at a future time <input checked="" type="checkbox"/> One cluster met as a cluster-based project, involving 6 elementary and 1 secondary school to discuss CAT3 pilot (June 2001)

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2000-2001 EQAO Grade 9 Mathematics Assessment

Summary of Results and System Improvement Plan



The Hamilton-Wentworth District School Board
May 2002

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Hamilton-Wentworth District School Board

Introduction

Purpose of the Grade 9 Mathematics Assessment

The Grade 9 Assessment of Mathematics measures how well students have met the expectations in *The Ontario Curriculum, Grades 9 and 10 Mathematics*. There is a separate version of the assessment for students in the applied and academic courses although approximately 40% of the questions are common to both versions.

The assessment was created

- to provide valid and reliable information about student achievement
- to provide a broad window on students' knowledge and skills in mathematics
- to contribute to student learning

The results will augment the information gathered by teachers in the regular classroom and help teachers, parents and administrators plan for improvement.

The Hamilton-Wentworth District School Board

The Hamilton-Wentworth District School Board is located at the head of Lake Ontario and covers 1113 square kilometers. There are 19 576 students in its 18 secondary sites (16 composite secondary schools and 2 vocational schools).

A total of 4050 students in 17 schools participated in the grade 9 EQAO Math Assessment in January and June of 2001. This represents 87% of the 4666 eligible students in The Hamilton-Wentworth District School Board. Students in locally developed courses did not participate in the test. (Hamilton-Wentworth allowed each school independence in choosing either the three-day or five-day model for administering the test.) One school has since closed and therefore their Action Plan is not included in this package.

The breakdown of the 4050 students in the three courses is as follows:

Course	Number of Students	Percent of Students
Academic	2599	55.7
Applied	1451	31.1
Locally Developed	616	13.2
TOTAL	4666	100%

Initial Observations

Academic Students

- 48% met provincial standards compared to 50% province-wide
- 90% achieved a passing mark compared to 92% province-wide
- Achievement in the number sense, relationships and measurement and geometry strands was strong while improvement is needed in the analytic geometry strand
- Achievement is strongest in the Knowledge and Understanding and the Application categories and improvement is needed in Problem Solving and Communications

Gender

- Achievement levels for males and females were similar; 49% of females and 49% of males achieved overall results of Level 3 or higher.

Special Education

- Special education students performed above the provincial average; 45% of Hamilton-Wentworth Special Education students achieved at level 3 or higher compared to 42% of students in the province.

ESL

- ESL students (as in the Grade 3 and 6 testing) scored below the ESL provincial average; 14% of our ESL students achieved results of Level 3 or higher compared to 43% in the province.

Applied Students

- 16% met provincial standards compared to 15% province-wide
- 71% achieved a passing level compared to 70% province-wide
- Achievement in all strands is weak in our board and province-wide as students did not have the mathematical background due to uneven implementation of the curriculum
- Achievement in Knowledge and Understanding category is the strongest both in our board and province-wide. Problem Solving, Communications and Applications are all much weaker in our board and province-wide.

Gender

- Achievement levels for males and females were similar; 16% of females and 16% of males achieved overall results of Level 3 or higher.

Special Education

- Special education students performed close to the provincial average; 11% of Hamilton-Wentworth Special Education students achieved at level 3 or higher compared to 10% of students in the province.

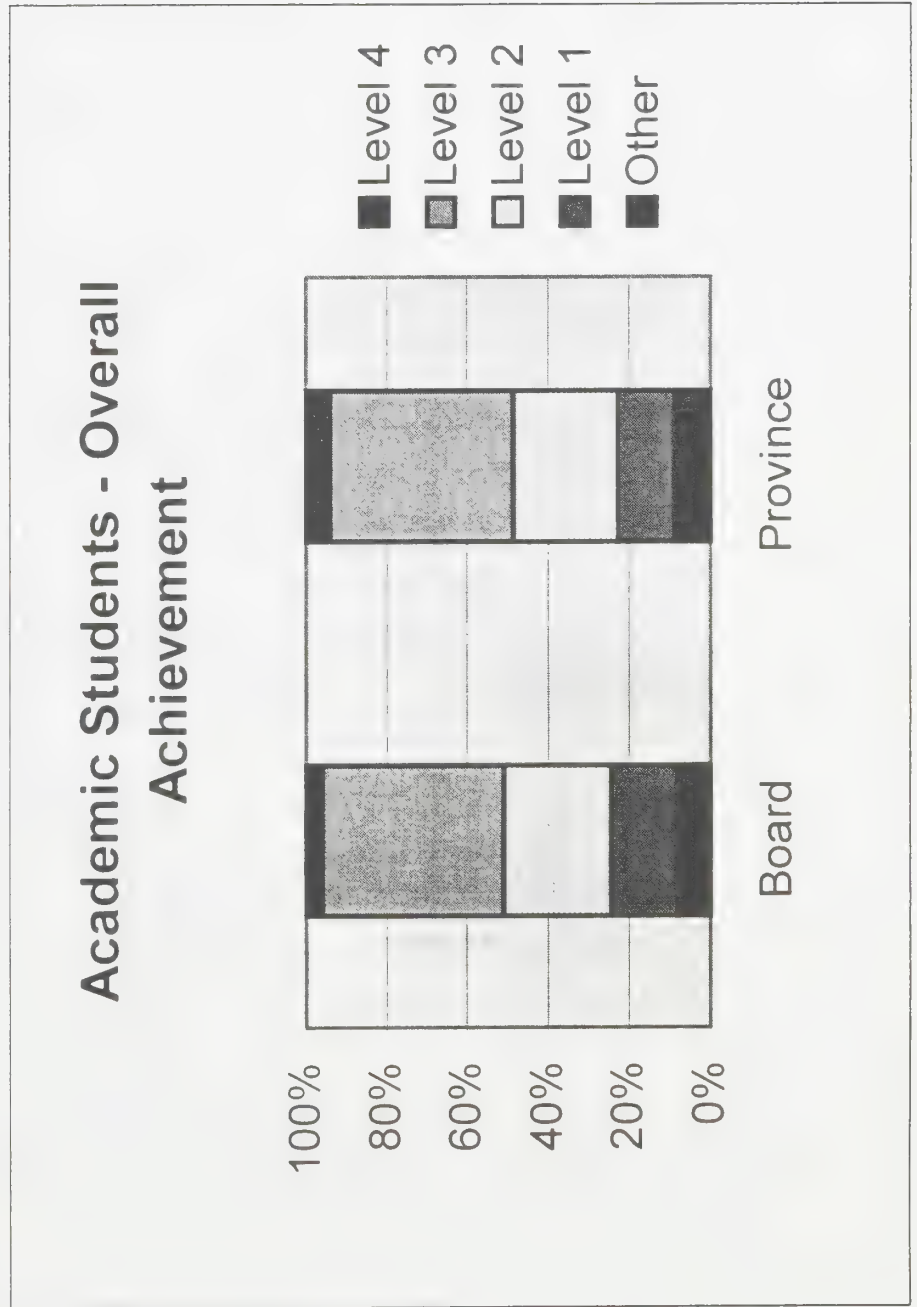
ESL

- ESL students (as in the Grade 3 and 6 testing) scored below the ESL provincial average; 0% of our ESL students achieved results of Level 3 or higher compared to 9% in the province.

Hamilton-Wentworth Data **Achievement for Academic Students**

Of the 2599 academic level students, 90% passed the assessment and 48% achieved results at Level 3 or 4.

	Other	Level 1	Level 2	Level 3	Level 4
Board	8	16	26	44	4
Province	9	14	26	46	6



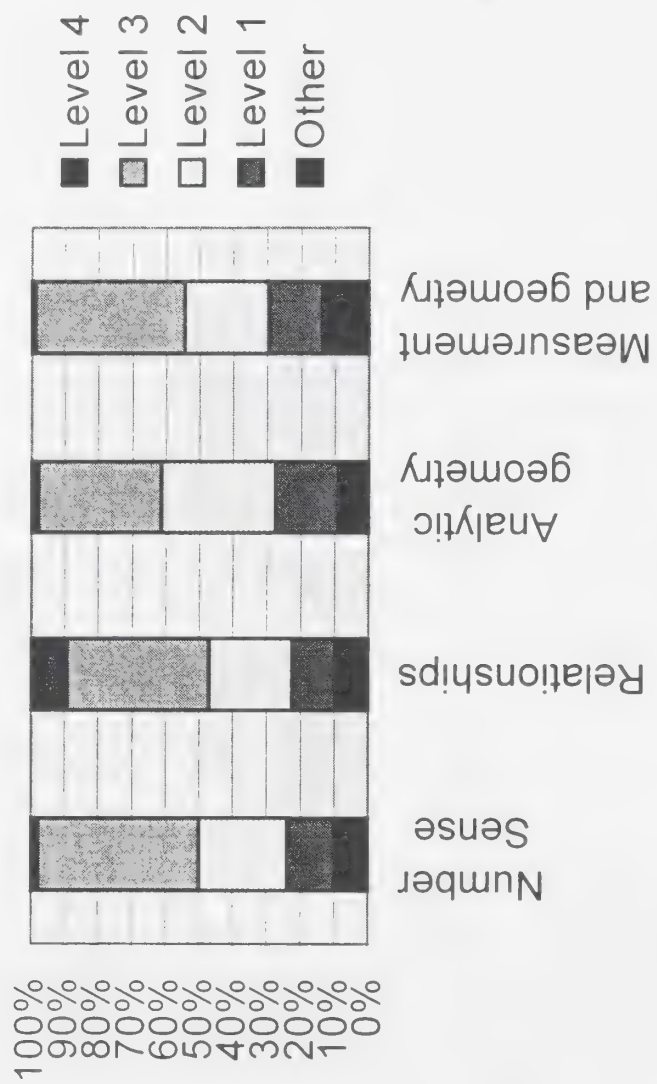
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The Mathematics curriculum is made up of four strands

- Number Sense and Algebra
- Relationships
- Analytic Geometry
- Measurement and Geometry

Academic students were most successful in relationships with 54% at Level 3 or 4. They were least successful in Analytic Geometry as were students across the province. Analytic Geometry is often taught as the last unit in the course and the students have not always completed this unit when they must write the EQAO test.

Academic Students - Results by Strands

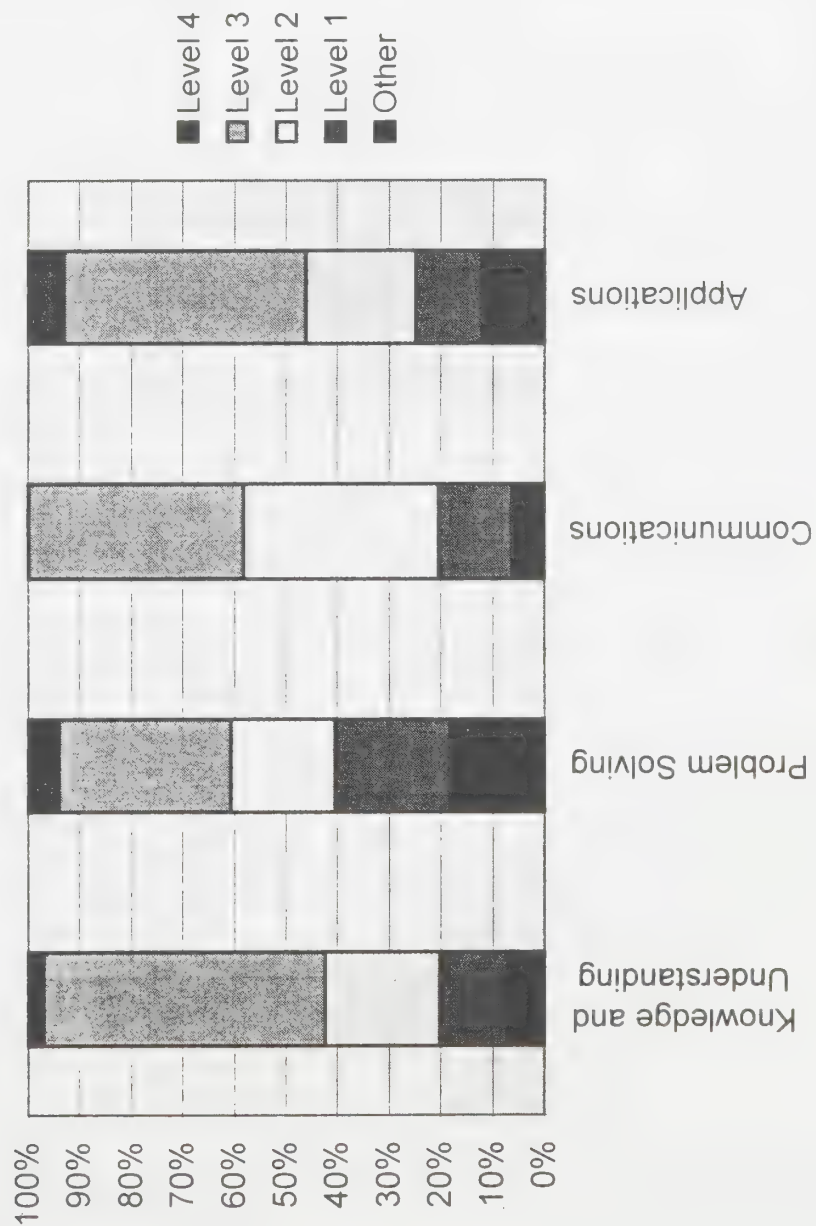


Students are also assessed by category. The four categories are

- Knowledge Understanding
- Problem Solving
- Communication
- Application

Students appeared to be strongest in Knowledge and Understanding and Application and weaker in Communication and Problem Solving.

Academic Results by Categories



There appears to be no significant difference between the results for males and the results for females in their overall achievement level on the Grade 9 Mathematics Assessment at the Academic Level.

	Other	Level 1	Level 2	Level 3	Level 4
Females	8	17	27	44	5
Males	10	16	26	45	4

Special Education students in Academic programs performed better than the provincial average

	Other	Level 1	Level 2	Level 3	Level 4
Board Special Education Students	5	19	29	43	2
Provincial Special Education Students	14	21	25	38	4

English as a Second Language students represent 2% of the Board's population; 6% of the Board's Population wrote with accommodations; 3% of the Board's population wrote with special provisions and 7% of the Board's population are in a Special Education program.

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Achievement for Applied Students

With respect to the 1451 applied level students, 71% passed the assessment and 14% at level 3 or higher.

	Other	Level 1	Level 2	Level 3	Level 4
Board	29	26	29	14	2
Province	30	26	29	15	1

The general concerns across the province with the Applied level results are as follows

- Only 16% of students are meeting the provincial standard
- Many students did not have the mathematical background to be successful in the course
- Students and parents were reluctant to choose a course that was not regular provincial curriculum but rather "a locally developed course" even though the student earned a credit for this course.
- Students, parents and Grade 8 teachers did not have enough information about course selection

Again the Mathematics curriculum for the Applied Course is made up of four strands

- Number Sense and Algebra
- Relationships
- Analytic Geometry
- Measurement and Geometry

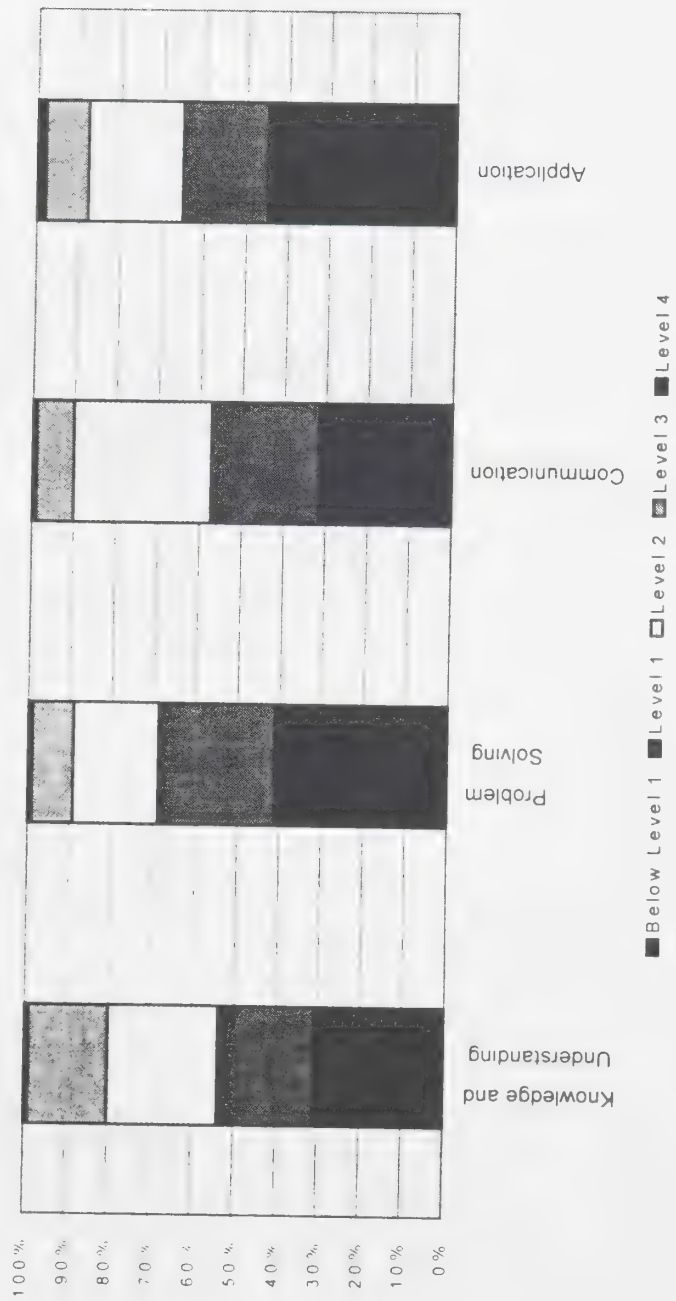
Applied Students Results by Strand



Students are also assessed by category. The four categories are

- Knowledge Understanding
- Problem Solving
- Communication
- Application

Results of Applied level Students by Category



As is the case with the Academic students' results, there is not much difference between the results for male students and female students.

	Other	Level 1	Level 2	Level 3	Level 4
Females	29	27	27	14	2
Males	29	25	31	15	1

Special Education students in Academic programs were consistent with the provincial average

	Other	Level 1	Level 2	Level 3	Level 4
Board Students	33	36	19	11	0
Provincial Students	38	27	24	10	0

Test Information

The test was administered January 11-23, 2001 to students in first-semester mathematics courses and May 28-June 14, 2001 to students in second-semester courses. Schools had the option to choose the three-day or five day plan.

The assessment contains three types of questions

- multiple choice
- short answer
- longer tasks

Multiple Choice

Students were asked to complete 24 questions during a 30-minute period. Each question was related to a single strand and category. The students were not required to show work or write responses.

Short Answer

Students were asked to complete 10 items during a 30-minute period. Each short answer question was related to a single strand and category. These items required the student to think mathematically but required minimal written response.

Longer Tasks

Students were asked to complete a total of 6 tasks. Each task was a collection of related questions based on one or two strands from the curriculum. Each task was scored for achievement across all four categories and strands related to the task.

Action Plan Process

In February 2002, two members from each school met to examine their results and brainstorm general trends noticed across the board. They also listed strategies that they had used to improve their weaker areas and strategies they would like to implement. Each school team then wrote their own school action plan and submitted it to a central board team. This interdisciplinary team of teachers, principals, vice-principals and consultants combined the 16 action plans into an overall system action plan. The draft plan was then presented to the Secondary Reform Steering Committee for input. This group includes parents, a superintendent, a community college representative, a university representative, community members, secondary school principals and teachers, secondary consultants, special education consultant, and elementary school principals and teachers. The plan was then redrafted by the central team and presented to Executive Council and the Trustees.

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HWDSB

ACTION PLAN FOR IMPROVEMENT BASED ON GRADE 9 EQAO RESULTS



Areas of Focus: Grade 9 Mathematics
Improvement Outcome: to raise HWDSB's overall percentage of students at or above the Provincial standard
To be reviewed: March 2003 and 2004
Action Plan Committee: Judy Langsner (Co-Chair, Vice Principal), Kathy Starodub (Co-Chair, Principal), Paul Barwinski (Dept. Head), Cherie Gates (Dept. Head), Em del Sordo (Teacher), Rosemary Miller (Dept. Head), Kathy Scarth (Consultant), Evy Trikoupis (Teacher)

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Instructional To increase students' opportunities to demonstrate problem solving and communication skills with a view to improving achievement level. Grade 9 Academic Category % at level 3 or 4 Problem Solving 38% Communication 42% Application 53% Knowledge/U 56%	- create a data base of word problems which teachers will use with students - increase the number of problem solving activities students do throughout the grade 9 course	Secondary writing team; Math teachers Math teachers	Sept. 2002 April 2002 on	- feedback from Math heads re: implementation of questions in 2002-2003 - Math heads to report on number of problem solving activities done each semester	5-69 - reviewed by System EQAO Committee in conjunction with the S.O. - Program
Grade 9 Applied Category % at level 3 or 4 Problem Solving 10% Communication 9% Application 11% Knowledge/U 18%	- teachers to model and teach good form in mathematics and mathematical language, using such strategies as math glossaries, dialogues and conferencing. (inservice to be provided as needed per Dept. heads) - teachers to reinforce, assess and evaluate "good form" in mathematics with a	Math teachers, Dept. heads, Consultants Math teachers, Dept. heads	April 2002 on April 2002 on	- improved communication and/or problem solving results in 2002-2003 - survey of math heads done to determine inservicing needs - inservicing done as needed (with appropriate evaluation)	- reviewed by System EQAO Committee in conjunction with the S.O. - Program
Grade 6 Math Category % at level 3 or 4					

Problem Solving 31% Communication 26% Application 32% Understanding 40% Concepts	view to stimulating clear, concise communication - teachers to modify instructional strategies to enhance communication strategies (such as partners, small group work, etc.)	Math teachers	Ongoing	- improved communication and/or problem solving results in 2002-2003 - students have better estimation and general numeracy skills demonstrated through assessment and evaluation	- reviewed by System EQAO Committee in conjunction with the S.O. - Program
To improve students' estimation and numeracy skills	- "no calculator" sections in Academic classes to improve estimation and basic numeracy skills	Math teachers; department heads	Ongoing		
Remedial To provide increased opportunity for students to improve fundamental math skills	- facilitate provision of remedial opportunities <ul style="list-style-type: none"> • Grade 7/8 summer school • STEP program after school • remediation extra math help • peer tutoring 	- secondary and elementary principals; SAM writing team; transition years' teachers	Ongoing	- more schools offering STEP program, after school remediation programs, extra math help and peer tutoring as reported by Principals in SAP; improved fundamental math skills as demonstrated through assessment and evaluation and EQAO scores	5-70
To improve test-taking skills	- prepare EQAO replica question bank to be centrally copied and distributed to all schools - model evaluation practices to reflect EQAO tests such as use of multiple choice, short answer, extended tasks and multi-step investigations	- Secondary writing team - Math teachers, Dept. heads	September 2002 September 2002	- replica bank distributed - improved results - improved results	

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<p>Operational To increase awareness and involvement in the testing process</p>	<ul style="list-style-type: none"> - count test as minimum of 10% of summative component for gr. 9 academic and applied courses -department heads to determine methodology to ensure reasonable consistency of approach -school administration to highlight the importance of the test by reducing the distractions during the testing period. (For example, announcements, field trips, athletics) - increase student and parent awareness of the test - continue to make LRTs, staff, students and parents aware of accommodations - advocate use of websites – school, Board, EQAO 	<p>Math teachers</p> <p>Math department Heads</p> <p>Administration</p> <p>Math teachers; Administration; Dept. Heads, School Council</p> <p>LRTs</p> <p>Administration; Math teachers</p>	<p>September 2002</p> <p>September 2002</p> <p>September 2002</p> <p>September 2002</p> <p>Ongoing</p> <p>September 2002</p>	<ul style="list-style-type: none"> - improved attitude toward test and better attendance would lead to decreased number of students in the "no data" and "not enough information to score" areas -schools evaluating the same questions -no announcements during testing period and fewer interruptions. - decreased number of students in the "no data" and "not enough information to score areas" and better attendance on EQAO test days than in previous years - increased awareness of accommodations - better attendance on test days than previous years 	
<p>To improve student performance through appropriate course level placement</p>					

	<p>-provide information to gr. 8 parents through brochure/display explaining: a) the importance of regular homework and attendance b) relation of grade 10 curriculum to grade 9 curriculum and EQAO testing</p>	<p>Secondary Writing Team</p>	<p>2002/2003 school year</p>	<ul style="list-style-type: none"> - positive feedback from parents - lower failure rates in courses - improved EQAO scores - Assembly of School Councils involved in raising awareness 	
<ul style="list-style-type: none"> - liaison with elementary schools to improve appropriate course selection (including academic, applied, essential courses, vocational and school to work programs) through <ul style="list-style-type: none"> • discussion groups • liaisons between gr. 8 and 9 teachers • shadowing in transition years • use of early dismissal days 	<ul style="list-style-type: none"> - secondary assistance with parent and student education as needed (to be determined by elementary Principals) 	<p>ASC; Math heads, Student Services, transition years' teachers; elementary and secondary Principals</p>	<p>2002/2003 school year</p>	<ul style="list-style-type: none"> - lower failure rates in courses - improved EQAO scores - better understanding of the transition years in both panels, as evidenced by improved success rates in course work and EQAO scores - development of cross-panel teams - release time to assist in cross-panel meetings 	
<ul style="list-style-type: none"> - in consultation with elementary schools, secondary schools to consider diagnostic testing to assist in appropriate placement and remediation of students 	<ul style="list-style-type: none"> - elementary Principals and School Council; secondary personnel, as needed 	<p>elementary and secondary Principals</p>	<p>2002/2003 school year</p>	<ul style="list-style-type: none"> - lower failure rates in courses - improved EQAO scores - presentations made as requested 	

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<p>To improve cross-panel collaboration</p>	<ul style="list-style-type: none"> - facilitate provision for release time for math department heads as funds allow to facilitate <ul style="list-style-type: none"> • organization of staff inservices • liaison with feeder schools • curriculum implementation • technology repair • dissemination of information • collection and evaluation of data • evaluation of diagnostics • liaison with Guidance and Resource • cross-secondary sharing of resources and information • more practice with exemplars in conjunction with Grade 7/8 teachers 	<p>S.O. Program; Superintendent of Education; elementary and secondary Principals</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - increased communication with feeder schools and across the secondary panel - development of cross-panel teams - release time seen 	
<p>To increase opportunities for students to use technology</p>	<ul style="list-style-type: none"> - have technology available for student use and in working order (e.g. graphing calculators, motion detectors, Geometer's Sketchpad) 	<p>S.O. Information Technology, math teachers, administration</p>	<p>September 2002</p>	<ul style="list-style-type: none"> - computer rollout done - increased opportunities to use technology within the curriculum 	

#6(a)



The Hamilton-Wentworth District School Board

P.O. Box 2558 – 100 Main Street East
Hamilton, Ontario L8N 3L1
905 527-5092

Date:

W. Water
May 13/02

Background Report: Teacher Staffing

May 13, 2002

Introduction:

The Hamilton-Wentworth District School Board provides elementary and secondary educational programs for approximately 60,000 students. The extent and quality of the educational programs it can provide is largely determined by its financing. The Provincial government is responsible for providing adequate financial resources and therefore completely controls the level of funding school boards in Ontario receive.

The focus of this report is to consider the impact on teacher staffing and programs from reduced funding.

Teachers in the province of Ontario are members of a valued profession and perform the following essential services as identified in the **Ontario regulations**:

- ✓ Be responsible for effective instruction and evaluation of the progress of pupils, and report to the principal on the progress of pupils on request
- ✓ Carry out supervisory duties and instructional program
- ✓ Assist the principal in maintaining close co-operation with the community
- ✓ Prepare for use in the teacher's class or classes such teaching plans and outlines as are required by the principal and the appropriate supervisory officer, on request
- ✓ Ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible
- ✓ Co-operate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school
- ✓ Regard as their first duty the effective education of pupils and the maintenance of a high degree of professional competence in their teaching
- ✓ Endeavour to develop in pupils an appreciation of standards of excellence
- ✓ Endeavour to inculcate in pupils an appreciation of the principles of democracy
- ✓ Show consistent justice and consideration in all relations with pupils
- ✓ Refuse to divulge beyond proper duty confidential information about a pupil
- ✓ Exercise concern regarding the welfare of pupils under their care
- ✓ Communicate regularly and meaningfully with parents
- ✓ Maintain consistent standards of behaviour for all students
- ✓ Demonstrate respect for all students, staff, and parents
- ✓ Prepare students for the full responsibilities of citizenship

Issue:

Teachers are disappearing fast. Qualified and experienced teachers are retiring early from the profession at a rate never seen before. Many teachers are leaving the profession within the first five years of their working careers. However, equally significant is the number of teacher positions that have disappeared since 1995. Hamilton-Wentworth has lost almost 200 positions. Adjustments required in preparation for the 2002/2003 school year will see an additional 59.9 positions lost. Consequently, in six years, **252 teachers will have disappeared and not been replaced. Even though enrolment has increased by more than 3%, teacher staffing has decreased by 7.3%.**

	September 1995 Budget	September 2001 Budget	September 2002 Preliminary	Change from 1995
Teacher Staffing				
Elementary Teachers	2,164.11	2,024.00	2,011.00	(153.11)
Secondary Teachers	1,268.53	1,218.07	1,171.20	(97.33)
Consultants	30.00	28.00	28.00	(2.00)
	<u>3,462.64</u>	<u>3,270.07</u>	<u>3,210.20</u>	<u>(252.44)</u>
Student Enrolment				
Elementary – October 31 FTE	35,944.50	36,900.60	36,992.50	1,048.00
Secondary – October 31 FTE	18,562.50	19,313.00	19,188.00	625.50
	<u>54,507.00</u>	<u>56,213.60</u>	<u>56,180.50</u>	<u>1,673.50</u>

Implications of Loss of Teachers

- **Class sizes are increasing:**
 - in our Kindergarten classrooms
 - in special education classes
 - in secondary schools
- **For high needs students, resources have been reduced, or are not keeping pace with increased demand:**
 - Special Education students require more support than they are receiving
 - English as a Second Language students have fewer ESL teachers
 - Learning Opportunities programs for students at risk are reduced
 - Burden of support falls on the regular classroom teacher
- **Regular class teachers are faced with less additional teacher support**
 - No full-time elementary teacher-librarians, and less teacher-librarian support in secondary schools
 - No primary and junior music specialists

- No primary and junior physical education teachers
- No middle school guidance teachers
- Less Learning Resource teachers
- Reduced special education teacher consultant support

➤ The course selection available to students in secondary schools is less.

Why Doesn't The School Board ...

Pay Teachers Less?

The salary paid to teachers of the Hamilton-Wentworth District compares favourably to the salaries paid to teachers by other school boards in the province. The growing teachers' shortage has created a competitive environment in North America for teacher salaries. In order to attract, retain and motivate employees of the Board, salaries paid must be fair.

Teachers in the province of Ontario have only received modest increases in salary since 1995. For a good part of the 1990s they received no salary increase at all.

The savings from teachers who are paid at a rate below the provincially funded average, such as those for new teachers, must be returned to the province and cannot be used to cover the deficit from other salaries. In the year 2002 it is estimated that the average salary and benefit cost per teacher will be approximately \$67,200. However, funding falls short of covering these costs by more than \$4,300 per teacher.

Cut out Frills?

The Hamilton Wentworth District Board has cut everywhere it can. Since 1995 one out of every three Board Administration positions has been reduced; that is a 33% reduction in the work force available to support the school system. The size of the Board administration, for an organisation that is the third largest employer in Hamilton, is small, and is in line with other boards in Ontario.

Board Operating Costs:

<i>Board</i>	<i>Percent of Operating Expenditure spent in the classroom</i>	<i>Percent of the Operating Expenditure spent on board Administration</i>
Halton	67%	3%
Hamilton-Wentworth	67%	3%
Peel	67%	3%
Toronto	58%	7%

What Needs to be Done?

The problem is the original formula used for funding school boards was derived in 1998 using figures from 1997, and these figures (i.e. cost benchmarks) have not been changed since. **However the cost of living index has risen 8.4% since 1997.** The board has been forced to juggle its resources in order to pay for increases in salary and benefit costs, utility costs and other costs. The money to pay for these normal cost increases has, in large measure, had to come from the elimination of many positions to make up for the funding shortfall.

If the salary and benefit benchmarks in the funding model reflected actual current costs, the Hamilton-Wentworth District School Board could afford to hire an additional 188 elementary and secondary teachers rather than preparing for a reduction of 60 positions

- The government needs to recognize the real costs of delivering quality education programs and services
- The salary, benefit and other cost benchmarks in the funding model must be updated to reflect the reality of current costs and the complexity and diversity of the province

After all, what could be more important than our children?

Will You Please Consider!

We are publicly appealing to the community to join us in calling upon the Minister of Education to correct the funding formula to support the unique needs of students in Hamilton-Wentworth.

If you are concerned about this issue, please ...

Contact



Premier Ernie Eves
Telephone: 416.325-1941
Fax: 416.325-3745
webprem@gov.on.ca

Minister of Education Elizabeth Witmer
Telephone: 416.325-2600
Fax: 416.325-2608
elizabeth_witmer-mpp@ontla.ol.org



The Hamilton-Wentworth District School Board

P.O. Box 2558—100 Main Street West
Hamilton, Ontario L8N 3L1
905-527-5092

Education Crisis—CALL TO ACTION

The Crisis

The Hamilton-Wentworth District School Board is gravely concerned about the impending crisis in education. The current funding model does not generate adequate resources to support quality education for our children. The Provincial Government is our single source of educational funding. In the past four years, the Board has received an increase in revenue of only 3.5% to address operating cost increases. During this same period, the cost of living has increased by 8.4%. As a result, we have seen a steady reduction of staff, supplies and services due to a funding model that has not kept pace with the economic realities of Ontario. Since 1995 the Board has been forced to cut over 190 Teachers, over 50 Secretaries, over 160 Support and Administrative Staff, and over 230 Custodians/Maintenance Staff. Despite the best efforts of our remaining employees, we do not believe that we can continue to provide the education system that our children deserve.

Specifics

Here is an example of the impact of Provincial Government's Funding Model on teacher staffing:

- Between 1995 and 2001 the number of teachers lost equals 192.6 positions.
- A further reduction of 59.9 teacher positions is anticipated before the start of the next school year.
- Class sizes have increased in Kindergarten classrooms, special education classes and secondary schools.
- Secondary school course selection options are becoming limited.
- For high needs students, resources have been reduced, or are not keeping pace with increased demand:
 - Special Education students require more support than they are receiving
 - English as a Second Language students have fewer ESL teachers
 - Learning Opportunities programs for students at risk are reduced
 - Burden of support falls on the regular classroom teacher
- Regular class teachers are faced with less additional teacher support
 - No full-time elementary teacher-librarians, and less teacher-librarian support in secondary schools
 - No primary and junior music specialists
 - No primary and junior physical education teachers
 - No middle school guidance teachers
 - Less Learning Resource teachers
 - Reduced special education teacher consultant support

If the salary and benefit benchmarks in the funding model reflected actual current costs, The Hamilton-Wentworth District School Board could afford to hire **an additional 188 elementary and secondary teachers** rather than preparing for a **reduction of 59.9 positions**.

So, what can YOU do? ⇨ The adequate funding of your children's education is the responsibility of the Government of the Province of Ontario. Please call, write, fax or e-mail the Premier, or the Minister of Education. Let them know that the current funding benchmarks do not reflect current costs or the unique needs of The Hamilton-Wentworth District School Board. Let them know that this funding gap needs to be addressed immediately. Ask for their support in averting the crisis.

Contact

Premier Ernie Eves
Telephone: 416.325-1941
Fax: 416.325-3745
webprem@gov.on.ca

Minister of Education Elizabeth Witmer
Telephone: 416.325-2600
Fax: 416.325-2608
elizabeth_witmer-mpp@ontla.oi.org

7

May 13, 2002

To: The Trustees

From: Judith Bishop

Re: Correspondence from Glenwood School re DARTS transportation

RECOMMENDED ACTION:

It is moved by _____, seconded by _____:

That the Board write to City Council expressing concerns about rescinding DARTS transportation for ambulatory people with disabilities.



GLENWOOD SCHOOL

7-1

150 Lower Horning Rd., Hamilton, Ontario L8S 4P2

Telephone: (905) 525-2140

Fax: (905) 525-2312

Dr. Janice Tomlinson - Principal

May 2, 2002

Dear Parents and Guardians;

It has come to our attention that the City of Hamilton is considering rescinding DARTS transportation for ambulatory people with disabilities. City Council is currently discussing these budget cuts. The Hamilton Association for Community Living has written a petition, which many staff members have signed. If you have concerns about these proposed budget cuts, you may wish to call your City Council member to tell them of your concerns.

Sincerely,

Dr. Janice Tomlinson
Principal

Cc: Jim Wibberley, Superintendent of Education
Judith Bishop, Chair of the Board, HWDSB

II -- MONITORING ITEMS

Resource Allocation

9. Enrolment Summary – March 31, 2002
10. 2001/2002 Average Class Size Report – Secondary
11. 2001/2002 Financial Report – March 31, 2002

*Committee of the Whole
May 13, 2002*

#9

Committee of the Whole: Open
Monitoring - Resource Allocation

The Hamilton-Wentworth District School Board

Memorandum

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget

DATE: May 13, 2002

RE: Enrolment Summary – March 31, 2002

Approved for distribution
by the Director
Signature: *M. Matier*
Date: *May 9/02*

Monitoring Statement:

Elementary and secondary enrolment summaries as of March 31, 2002 are included in this report.

Rationale:

Attached are the enrolment summary reports for March 31, 2002. The reports summarize enrolment by school, grade, credit (where applicable), by head count and full-time equivalent status.

[Handwritten signature]

BUDGET DEPARTMENT

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2002 MARCH 31

ELEMENTARY SCHOOL ENROLMENTS

As of 5/8/02

CLUSTER #1	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SC-SPED	TOTAL	F.T.E
Concannon Senior									275	242	9	526	526.00
Beverly Central	13	21	15	24	16	19	19				5	132	115.00
C.H. Bray	26	27	41	28	37	46	38	41				284	257.50
Central Park	43	38	49	45	59	49	79					362	321.50
Dr. John Seaton					27	24	23	60	59	96		289	289.00
Dundana	26	40	30	45	30	47	42	53			11	324	291.00
Dundas Central	23	23	28	26	23	26	23	16			19	207	184.00
Dundas District								111	229	213	24	577	577.00
Fessenden	28	28	37	36	43	39	36	61			8	316	288.00
Grange					61	63	52	63				239	239.00
Greensville	28	37	35	36	31	52	45				11	275	242.50
Lynden	18	10	10	10	9	12	12					81	67.00
Maple Lane	49	54	58	54								215	163.50
Millgrove	32	28	43	45	42	44	41					275	245.00
Pleasant Valley	22	22	31	21	32	27	22	24				201	179.00
Queen's Rangers	21	29	18	23	19	36	33	30			11	220	195.00
Rousseau	22	36	34	49	37	39	50	59				326	297.00
Sheffield	18	15	27	16								76	59.50
Spencer Valley								70	100	85	21	276	276.00
Yorkview	22	42	39	41	38	47	36				12	277	245.00
TOTAL Cluster #1	391	450	495	499	504	570	551	588	663	636	131	5478	5057.50

CLUSTER #2

ACES									10	21		31	31.00
Allan A. Greenleaf	46	48	52	43	46	40	30	99	82	74	12	572	525.00
Balaclava	44	46	43	57	45	66	49	53	72	45		520	475.00
Bennetto								98	81	65	11	255	255.00
Centennial	57	79	99	90	68	76	84				12	565	497.00
Central	19	42	34	24	28	31	24					202	171.50
Dalewood								125	136	113	44	418	418.00
Dr. J. Edgar Davey	61	87	78	82	73	62	54					497	423.00
Earl Kitchener	41	62	61	57	70	48	70				12	421	369.50
Flamborough Centre	14	19	17	21	19	19	23	75	93	65		365	348.50
George R. Allan	50	74	68	52	60	57	55					416	354.00
Glenwood											52	52	51.40
Guy Brown	43	38	43	45	43	57	51					320	279.50
Hess Street	44	45	58	58	41	45	52	50				393	348.50
Mary Hopkins	55	55	74	60	54	69	55					422	367.00
Prince Philip	35	49	48	51	44	55	36					318	276.00
Queen Victoria	51	34	60	36	34	42	29				8	294	251.50
Robert Land	28	28	23	44	21	37	23					204	176.00
Ryerson								94	146	152		392	392.00
Sanford Avenue	58	67	73	53	66	63	53					433	370.50
Stinson Street	35	46	50	28	41	45	41					286	245.50
Strathcona	18	12	19	16	14	14	15					143	128.00
Tweedsmuir								135	147	133	24	442	442.00
TOTAL Cluster #2	699	831	900	817	767	826	744	740	767	668	202	7961	7195.40

CLUSTER #3

Bell-Stone	18	22	16	21	21	25	29	23				175	155.00
Buchanan Park	39	31	37	48	45	43	48					291	256.00
Burkholder Drive								145	117	142		404	404.00
Cardinal Heights								161	197	187		545	544.10
Chedoke								159	162	148	20	489	489.00
Eastmount Park	36	34	34	38	38	39	32				10	261	226.00
Franklin Road	45	67	60	57	59	58	47				20	413	357.00
George L. Armstrong	43	48	45	50	34	50	46	110	120	97	6	649	603.50
Gordon Price	43	52	51	50	45	58	40				16	355	307.00
Holbrook	22	33	34	31	27	34	35				35	251	223.50
James MacDonald	34	21	38	39	40	37	37					246	218.50
Linden Park	16	27	30	20	21	31	26					171	149.50
Mount Hope	28	27	26	20	29	36	36	31	58	55		346	318.50
Mountview	29	31	36	33	39	35	55					258	228.00
Norwood Park	23	30	31	31	27	37	27	26	35	38		305	278.50
Pauline Johnson	44	54	51	68	50	57	56					380	331.00
Queensdale	34	31	34	33	31	33	24				11	231	197.00
R. A. Riddell	44	35	46	44	43	47	49	75	92	92	24	591	551.50
Ridgemount	36	29	33	32	43	44	38				10	265	232.50
Ryckman's Corners	25	37	26	29	30	28	17					192	161.00
Seneca	18	24	30	18	26	29	26					171	150.00
Thornbrae	31	40	44	45	41	47	43					291	255.50
Westview								120	149	128	61	458	458.00
Westwood	43	46	54	63	47	61	47				5	366	321.50
TOTAL Cluster #3	651	719	756	770	736	829	758	850	930	887	218	8104	7416.10

BUDGET DEPARTMENT

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2002 MARCH 31

ELEMENTARY SCHOOL ENROLMENTS

As of 5/8/02

CLUSTER #4	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SC-SPED	TOTAL	F.T.E.
A. M. Cunningham	39	52	60	50	42	45	44				4	336	290 50
Adelaide Hoodless	45	43	43	63	48	56	57	64	69	47	22	557	513 00
Fairfield	43	27	30	30	36	17	38					221	186 00
Gibson	34	36	59	38	45	25	43					280	245 00
Hillcrest								106	116	98	43	363	363 00
Hillsdale	37	36	42	45	48	39	42					289	252 50
King George	28	25	28	28	25	38	31	24			11	238	211 50
Lloyd George	18	22	24	27	31	25	24					171	151 00
Memorial (City)	62	63	62	60	55	54	52	78	72	83		641	578 50
Parkdale	30	42	38	41	42	45	39					277	241 00
Prince of Wales	47	40	74	77	62	61	55	96	116	104		732	688 50
Queen Mary	45	63	53	65	53	42	56	81	96	86	40	680	626 00
Rosedale	26	36	32	33	35	32	36					230	199 00
Roxborough Park	43	53	53	44	53	42	50				10	348	300 00
Viscount Montgomery	31	35	33	30	33	45	32	77	77	56	14	463	430 00
W.H. Ballard	39	55	62	52	57	63	37	144	122	108	32	771	724 00
Woodward	24	37	29	39	34	39	28				6	236	205 50
TOTAL Cluster #4	591	665	722	722	699	668	664	670	668	582	182	6833	6205.00

CLUSTER #5

Bellmoore	12	19	20	19	25	32	29	28	63	44		291	275 50
Billy Green	18	22	22	34	31	23	28	50	41	34		303	283 00
Cecil B. Stirling	40	37	41	46	57	44	47	57	48	51	12	480	441 50
Fernwood Park	22	32	29	32	33	30	33					211	184 00
Hampton Heights								124	119	106	24	373	373 00
Helen Detwiler	57	72	74	89	90	77	79				11	549	484 50
Highview								144	146	114	39	443	443 00
Huntington Park	62	54	76	60	71	67	60				9	459	401 00
Janet Lee	40	52	56	57	56	55	69	68	66	68		587	541 00
Lawfield								102	118	106	12	338	338 00
Lincoln Alexander	37	34	60	45	47	36	46				20	325	289 50
Lisgar	30	36	48	30	36	38	43				7	268	235 00
Mount Albion	27	37	32	45	52	45	41	42	65	46	25	457	425 00
Parkwood	14	10	15	21	16	20	20	20				136	124 00
Peace Memorial	38	40	40	41	25	46	44					274	235 00
Richard Beasley	40	32	37	56	45	55	62				11	338	302 00
Sherwood Heights	19	26	46	54	51	61	47					304	281 50
Taplestown	27	23	36	36	46	48	42	38	42	39		377	352 00
Vern Ames	38	39	52	42	47	57	59					334	295 50
TOTAL Cluster #5	521	565	684	707	728	734	749	673	708	608	170	6847	6304.00

CLUSTER #6

Collegiate	19	26	28	31	33	37	33	29	25	33	22	316	293 50
Eastdale	22	25	34	20	24	30	35	34	27	28		279	255 50
Elizabeth Bagshaw	22	21	39	35	26	30	31	120	112	77	30	543	521 50
Glen Brae								107	95	100	10	312	312 00
Glen Echo	33	36	44	47	50	52	55					317	282 50
Green Acres	17	23	30	37	23	27	42	25	66	49	34	373	353 00
Lake Avenue	58	84	94	73	87	67	83	85	81	80		792	721 00
Memorial (Stoney Creek)	18	20	19	27	26	30	33	25	22	29	12	261	242 00
Mountain View	38	31	34	32	53	32	32	42	43	38		375	340 50
R. L. Hyslop	24	28	51	43	42	42	37	47				314	288 00
Sir Isaac Brock	46	44	39	49	48	40	50					316	271 00
Sir Wilfrid Laurier	63	74	97	76	80	93	100				12	595	526 50
Winona	31	32	39	45	45	48	38	46	55	50		429	397 50
TOTAL Cluster #6	391	444	548	515	537	528	569	560	526	484	120	5222	4804.50

2002 ELEM TOTAL	3244	3674	4105	4030	3971	4155	4035	4081	4262	3865	1023	40445	36982.50
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NOTE: Self-Contained Special Education column includes General Learning Disability (GLD), Behavioural, Comprehensive, Communication, Specific Learning Disabilities, Developmentally Delayed, Gifted, Multiple, Physical, Speech and Language, Autistic and Hearing Impaired.

9-3

The Hamilton-Wentworth District School Board
Summary of Elementary Enrolment
1999/00-2000/01-2001/02

School by Cluster	Oct 31/99 Actual FTE	Oct 31/00 Actual FTE	Oct 31/01 Actual FTE	Mar 31/00 Actual FTE	Mar 31/01 Actual FTE	Mar 31/02 Actual FTE	1999/00 Actual ADE	2000/01 Actual ADE	2001/02 Actual ADE
CLUSTER #1									
Ancaster Senior	509.00	496.00	527.00	511.00	496.00	526.00	510.00	496.00	526.50
Beverly Central	151.00	144.50	118.00	145.50	146.50	115.00	148.25	145.50	116.50
C.H. Bray	272.00	282.50	258.50	282.00	282.50	257.50	274.00	282.25	258.00
Central Park	326.50	330.50	316.00	336.00	326.50	321.50	332.25	328.50	318.75
Dr. John Seaton	304.00	301.00	285.00	304.00	299.00	289.00	304.00	300.00	287.00
Dundana	295.50	315.00	290.50	297.00	313.50	291.00	296.50	314.25	287.00
Dundas Central	213.50	186.50	187.00	214.00	187.00	184.00	213.75	186.75	185.50
Dundas District	586.00	603.00	582.00	582.00	607.00	577.00	584.00	605.00	579.50
Fessenden	297.00	296.50	280.50	306.00	280.00	288.00	301.50	296.75	284.25
Grange	257.00	259.00	236.00	257.00	264.00	239.00	257.00	261.50	237.50
Greensville	237.50	213.50	236.50	241.00	213.00	242.50	239.25	213.25	239.50
Lynden	87.50	69.00	66.00	88.50	74.50	67.00	88.00	71.75	66.50
Maple Lane	154.00	156.00	152.50	159.00	157.50	163.50	156.50	156.75	158.00
Millgrove	229.00	238.00	241.00	228.00	234.50	245.00	228.50	236.25	243.00
Pleasant Valley	218.45	194.50	179.50	219.95	199.00	179.00	219.20	196.75	179.25
Queen's Rangers	200.50	217.50	199.50	198.50	211.50	195.00	199.50	214.50	197.25
Rousseau	299.00	300.00	288.00	295.50	305.00	297.00	297.25	302.50	292.50
Sheffield	64.50	61.50	61.50	65.00	60.00	59.50	64.75	60.75	60.50
Spencer Valley	266.00	284.00	266.00	268.00	280.00	276.00	267.00	282.00	271.00
Yorkview	253.00	256.50	244.50	253.50	263.50	245.00	253.25	260.00	244.75
Total Cluster #1	5,220.95	5,205.00	5,015.50	5,247.95	5,217.00	5,057.50	5,234.45	5,211.00	5,036.50
CLUSTER #2									
ACES	30.00	27.00	29.00	32.00	32.00	31.00	31.00	29.50	30.00
Allenby	102.00	90.50	Closed	108.00	81.00	Closed	105.00	85.75	Closed
Allan A. Greenleaf	484.00	490.50	476.00	481.50	488.00	475.00	482.75	489.25	475.50
Balclava	252.00	256.00	258.00	251.00	255.00	255.00	251.50	255.50	256.50
Bennetto	456.50	454.00	489.50	453.50	460.00	497.00	457.00	464.75	483.25
Centennial	142.00	161.00	180.00	151.00	168.50	171.50	146.50	164.75	175.75
Central	384.00	401.00	415.00	388.00	406.00	418.00	386.00	403.50	416.50
Dalewood	315.50	358.50	402.50	319.00	390.00	423.00	317.25	374.25	412.75
Dr. J. Edgar Davey	352.00	325.00	375.50	351.00	318.00	369.50	351.50	321.50	372.50
Earl Kitchener	456.50	368.50	352.50	459.50	368.00	348.50	458.00	368.25	350.50
Flamborough Centre	363.00	348.00	348.50	371.50	348.50	354.00	367.25	348.25	351.25
George R. Allan	56.00	57.30	51.50	58.00	55.90	51.40	57.00	56.60	51.45
Glenwood	410.50	307.00	282.50	415.00	301.50	279.50	412.75	304.25	281.00
Guv Brown	342.50	352.50	365.00	360.00	352.50	348.50	351.25	352.50	356.75
Hess Street	503.00	373.50	360.50	506.00	373.00	367.00	504.50	373.25	363.75
Mary Hopkins	254.00	250.00	275.50	246.00	265.00	276.00	250.00	257.50	275.75
Prince Philip	238.00	224.50	259.00	241.00	235.00	251.50	239.50	229.75	255.25
Queen Victoria	203.00	201.00	193.00	206.50	200.50	176.00	204.75	200.75	184.50
Robert Land	408.00	439.00	419.00	426.00	427.00	392.00	417.00	433.00	405.50
Rverson	366.00	371.00	357.00	361.00	374.50	370.50	363.75	372.75	363.75
Sanford Avenue	263.50	246.50	255.50	255.50	251.50	245.50	259.50	249.00	250.50
Stinson Street	139.50	142.00	128.00	134.00	137.00	128.00	140.75	139.50	128.00
Strathcona	366.00	376.00	445.00	354.00	414.00	442.00	360.00	395.00	443.50
Tweedsmuir									
Total Cluster #2	6,887.50	7,062.30	7,240.50	6,937.00	7,152.40	7,195.40	6,912.25	7,107.35	7,217.95

FTE = Full Time Equivalent

ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year.

The Full time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.

9-4

The Hamilton-Wentworth District School Board
Summary of Elementary Enrolment
1999/00-2000/01-2001/02

School by Cluster	Oct 31/99 Actual FTE	Oct 31/00 Actual FTE	Oct 31/01 Actual FTE	Mar 31/00 Actual FTE	Mar 31/01 Actual FTE	Mar 31/02 Actual FTE	1999/00 Actual ADE	2000/01 Actual ADE	2001/02 Actual ADE
CLUSTER #3									
Bell-Stone	151.00	150.50	155.00	150.00	152.00	155.00	150.50	151.25	155.00
Buchanan Park	262.50	253.00	257.50	259.00	260.50	256.00	260.75	256.75	256.75
Burkholder Drive	378.00	370.00	394.00	373.00	371.00	404.00	375.50	370.50	399.00
Cardinal Heights	510.00	558.07	553.10	527.00	560.00	544.10	518.50	559.04	548.60
Chedoke	460.00	476.00	495.00	457.00	476.00	489.00	458.50	476.00	492.00
Eastmount Park	249.00	237.50	228.00	245.00	239.00	226.00	247.00	238.25	227.00
Franklin Road	341.50	352.50	347.50	342.50	364.20	357.00	340.50	358.35	352.25
George L. Armstrong	642.50	630.50	611.00	638.50	625.50	603.50	640.50	628.00	607.25
Gordon Price	298.00	300.50	307.50	302.00	291.50	307.00	300.00	296.00	307.25
Holbrook	207.50	216.50	216.00	217.50	214.50	223.50	212.50	215.50	219.75
James MacDonald	226.50	222.50	210.00	223.50	224.00	218.50	225.00	223.25	214.25
Linden Park	146.00	159.00	150.00	146.00	158.00	149.50	146.00	158.50	149.75
Mount Hope	343.50	346.50	328.00	348.50	342.00	318.50	341.00	344.25	323.25
Mountview	238.13	218.00	227.00	240.13	219.50	228.00	239.13	218.75	227.50
Norwood Park	323.50	332.00	292.50	322.00	322.00	278.50	322.75	327.00	285.50
Pauline Johnson	356.50	354.00	331.50	366.50	359.00	331.00	361.50	358.75	331.25
Queensdale	204.75	189.80	200.00	203.20	190.25	197.00	203.98	190.03	198.50
R. A. Riddell	553.00	539.00	549.50	556.50	526.50	551.50	554.75	552.75	550.50
Ridgemount	242.00	230.50	232.50	239.50	234.00	232.50	240.75	232.25	232.50
Rockman's Corners	165.50	170.50	156.50	168.50	172.00	161.00	167.00	171.25	158.75
Seneca	187.50	171.50	156.50	182.00	172.50	150.00	184.75	172.00	153.25
Thornbrae	291.00	287.50	250.00	290.50	285.00	255.50	290.75	286.25	252.75
Westview	402.00	410.00	453.00	400.00	421.00	458.00	401.00	415.50	455.50
Westwood	295.00	329.00	319.50	298.00	332.00	321.50	296.50	330.50	320.50
Total Cluster #3	7,474.88	7,504.87	7,421.10	7,486.33	7,512.45	7,416.10	7,480.61	7,508.66	7,418.60
CLUSTER #4									
A. M. Cunningham	292.00	286.00	289.50	297.50	282.00	290.50	294.75	284.00	290.00
Adelaide Hoodless	499.50	501.50	504.50	475.50	507.00	513.00	487.50	504.25	508.75
Fairfield	216.50	193.00	183.50	220.50	183.50	186.00	218.50	188.25	184.75
Gibson	220.00	214.50	260.50	202.00	228.00	245.00	211.00	221.25	252.75
Hillcrest	351.00	389.00	367.00	351.00	389.00	363.00	351.00	389.00	365.00
Hillisdale	256.00	250.50	246.50	259.50	247.00	252.50	257.75	248.75	249.50
King George	218.50	208.50	216.00	222.50	210.50	211.50	220.50	209.50	213.75
Lloyd George	182.00	162.00	159.00	186.50	171.50	151.00	184.25	166.75	155.00
Memorial (City)	603.50	589.50	597.50	590.50	588.50	578.50	597.00	589.00	588.00
Parkdale	235.50	248.00	238.50	240.00	245.00	241.00	237.75	246.50	239.75
Prince of Wales	642.00	660.50	669.50	647.00	687.50	688.50	644.50	674.00	679.00
Queen Mary	640.00	636.50	632.00	652.00	628.50	626.00	646.00	632.50	629.00
Rosedale	215.00	218.50	199.00	212.50	213.50	199.00	213.75	216.00	199.00
Roxborough Park	320.00	296.50	294.50	322.00	313.50	300.00	321.00	305.00	297.25
Viscount Montgomery	442.00	433.00	423.00	442.50	426.00	430.00	442.25	429.50	426.50
W.H. Ballard	658.50	654.00	718.00	646.50	655.00	724.00	652.50	654.50	721.00
Woodward	232.50	226.50	215.00	226.00	228.50	205.50	229.25	227.50	210.25
Total Cluster #4	6,224.50	6,168.00	6,213.50	6,194.00	6,204.50	6,205.00	6,209.25	6,186.25	6,209.25

FTE = Full Time Equivalent

ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year.

The Full time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.

The Hamilton-Wentworth District School Board
Summary of Elementary Enrolment
1999/00-2000/01-2001/02

School by Cluster	Oct 31/99 Actual FTE	Oct 31/00 Actual FTE	Oct 31/01 Actual FTE	Mar 31/00 Actual FTE	Mar 31/01 Actual FTE	Mar 31/02 Actual FTE	1999/00 Actual ADE	2000/01 Actual ADE	2001/02 Actual ADE
CLUSTER #5									
Bellmoore	268.50	261.50	272.00	263.50	259.50	275.50	266.00	260.50	273.75
Billy Green	344.00	322.50	276.00	342.00	322.50	283.00	343.00	322.50	279.50
Cecil B. Stirling	477.00	454.00	434.50	479.50	450.00	441.50	478.25	452.00	438.00
Fernwood Park	222.50	222.50	189.00	223.50	217.50	184.00	223.00	220.00	186.50
Hampton Heights	386.00	383.00	366.00	381.00	377.00	373.00	383.50	380.00	369.50
Helen Detwiler	491.00	494.50	477.00	498.50	488.50	484.50	494.75	491.50	480.75
Highview	385.00	401.00	446.00	381.00	404.00	443.00	383.00	402.50	444.50
Huntington Park	383.50	383.00	397.00	389.50	384.50	401.00	386.50	383.75	399.00
Janet Lee	508.50	514.50	522.00	506.50	511.50	541.00	507.50	513.00	531.50
Lawfield	339.00	353.00	338.00	348.00	358.00	338.00	343.50	355.50	338.00
Lincoln Alexander	293.00	278.00	292.00	296.00	284.50	289.50	294.50	281.25	290.75
Lisgar	234.00	226.00	226.00	242.00	219.00	235.00	238.00	222.50	230.50
Mount Albion	402.50	427.00	420.00	407.50	430.00	425.00	405.00	428.50	422.50
Parkwood	158.00	137.50	127.00	159.00	143.00	124.00	158.50	140.25	125.50
Peace Memorial	254.00	227.50	228.00	234.50	225.00	235.00	244.25	226.25	231.50
Richard Beasley	285.50	300.00	290.50	288.00	295.00	302.00	286.75	297.50	296.25
Sherwood Heights	297.50	292.00	287.50	296.50	300.00	281.50	297.00	296.00	284.50
Tapscott	357.00	379.50	346.00	361.00	369.00	352.00	359.00	374.25	349.00
Vern Ames	278.50	283.50	289.00	290.50	290.50	295.50	284.50	287.00	292.25
Total Cluster #5	6,365.00	6,340.50	6,223.50	6,388.00	6,329.00	6,304.00	6,376.50	6,334.75	6,263.75
CLUSTER #6									
Collegiate	293.00	280.00	292.50	293.00	282.00	293.50	293.00	281.00	293.00
Eastdale	249.00	246.50	253.00	252.50	244.00	255.50	250.75	245.25	254.25
Elizabeth Bagshaw	539.50	540.00	522.00	529.50	520.00	521.50	534.50	530.00	521.75
Glen Brae	341.00	318.00	321.00	334.00	321.00	312.00	337.50	319.50	316.50
Glen Echo	260.00	258.50	285.50	250.50	271.50	282.50	255.25	265.00	284.00
Green Acres	311.50	341.00	354.50	324.00	328.00	353.00	317.75	334.50	353.75
Lake Avenue	740.50	745.00	733.50	752.50	740.00	721.00	746.50	742.50	727.25
Memorial (Stonev Creek)	262.00	246.00	232.50	262.00	255.50	242.00	262.00	250.75	237.25
Mountain View	321.00	323.50	313.50	318.00	331.50	340.50	319.50	327.50	327.00
R. L. Hyslop	274.50	274.50	284.00	266.00	284.00	288.00	270.25	279.25	286.00
Sir Isaac Brock	264.00	277.00	266.00	261.00	271.00	271.00	263.00	279.00	268.50
Sir Wilfrid Laurier	564.50	551.00	530.50	566.50	565.50	526.50	560.50	558.25	528.50
Winona	368.50	389.50	398.00	370.00	392.50	397.50	369.25	391.00	397.75
Total Cluster #6	4,789.00	4,790.50	4,786.50	4,770.50	4,816.50	4,804.50	4,779.75	4,803.50	4,795.50
HWDSB Total	36,961.83	37,071.17	36,900.60	37,023.78	37,231.85	36,982.60	36,992.81	37,151.51	36,941.55

FTE = Full Time Equivalent

ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year.

The Full time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.

BUDGET DEPARTMENT

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2002 MARCH 31
SECONDARY SCHOOL ENROLMENTS

**Secondary enrolment figures include adults in regular day programs and students in Alter Ed and Special Education Programs

Schools	GRADE 9				GRADE 10				GRADE 11				GRADE 12				SC-SE		TOTAL		F.T.E.	
	FT	2C	1C	COUNT	FT	2C	1C	COUNT	FT	2C	1C	COUNT	FT	2C	1C	COUNT	FT	2C	FT	2C	1C	COUNT
Ancaster	298	0	1	299	315	0	0	315	308	1	0	309	317	2	0	319	156	32	1404	35	4	1443
Barton	239	0	0	239	261	0	0	261	271	2	0	273	265	2	0	267	83	4	1119	8	0	1127
Delta	275	0	0	275	260	1	0	261	296	1	0	297	179	5	0	184	124	23	1134	30	0	1164
Glendale	282	0	0	282	239	0	0	239	241	0	0	241	222	1	0	223	143	14	1129	15	0	1144
Highland	185	0	0	185	195	0	0	195	182	0	0	182	235	0	0	235	80	0	877	0	0	877
Hill Park	254	2	0	256	231	4	0	235	263	3	0	266	218	1	0	219	86	9	1063	19	0	1082
Mountain	70	0	0	70	72	0	0	72	52	0	0	52	95	0	0	95	0	0	289	0	0	289
Orchard Park	222	0	0	222	242	0	0	242	259	0	0	259	238	0	0	238	139	0	1111	0	0	1111
Parkside	201	0	0	201	166	0	0	166	176	0	0	176	178	1	0	179	106	1	835	2	0	837
Parkview	93	0	0	93	87	3	0	90	55	2	0	57	63	3	0	66	0	0	310	8	0	318
Saltfleet	254	0	0	254	238	0	0	238	244	1	0	245	272	14	0	286	96	22	1104	37	0	1141
Sherwood	269	0	0	269	261	1	0	262	247	1	0	248	284	0	0	284	89	9	1175	11	0	1186
Sir Allan MacNab	198	0	0	198	218	0	0	218	213	0	0	213	162	0	0	162	181	1	988	1	0	989
Sir John A. Macdonald	304	0	0	304	299	0	0	299	328	0	0	328	430	0	0	430	67	8	1436	0	0	1436
Sir Winston Churchill	235	0	0	235	261	1	0	262	182	0	0	182	133	1	0	134	101	1	947	3	0	950
Waterdown	265	0	0	265	270	0	0	270	258	0	0	258	237	0	0	237	174	1	1204	1	0	1205
Westdale	323	0	0	323	265	1	0	266	274	1	0	275	273	2	0	275	171	9	1325	13	0	1338
Westmount	207	2	0	209	204	4	0	208	190	1	0	191	104	2	0	106	222	2	935	11	0	946
2002 SEC TOTAL	4164	4	1	4169	4084	15	0	4099	4039	13	0	4052	3905	34	0	3939	2018	128	18385	194	4	18583

ADULTS (21 AND OVER) IN REGULAR DAY PROGRAMS

Schools	FT				TTL				FTE			
	FT	2C	1C	SC-SPE	FT	2C	1C	SC-SPE	FT	2C	1C	SC-SPE
Ancaster	0	0	0	0	0	0	0	0	0.00	0	0	0
Barton	0	0	0	0	0	0	0	0	0.00	0	0	0
Delta	0	0	0	0	0	0	0	0	0.00	0	0	0
Glendale	0	0	0	0	0	0	0	0	0.00	0	0	0
Highland	0	0	0	0	0	0	0	0	0.00	0	0	0
Hill Park	1	0	0	0	1	0	0	0	1.00	0	0	0
Mountain	0	0	0	0	0	0	0	0	0.00	0	0	0
Orchard Park	0	0	0	0	0	0	0	0	0.00	0	0	0
Parkside	0	0	0	0	0	0	0	0	0.00	0	0	0
Parkview	0	0	0	0	0	0	0	0	0.00	0	0	0
Saltfleet District	0	0	0	0	0	0	0	0	0.00	0	0	0
Scott Park	0	0	0	0	0	0	0	0	0.00	0	0	0
Sherwood	2	0	0	0	2	0	0	0	2.00	0	0	0
Sir Allan MacNab	0	0	0	0	0	0	0	0	0.00	0	0	0
Sir John A. Macdonald	1	0	0	0	1	0	0	0	1.00	0	0	0
Sir Winston Churchill	3	0	0	0	3	0	0	0	3.00	0	0	0
Waterdown	1	0	0	0	1	0	0	0	1.00	0	0	0
Westdale	1	0	0	0	1	0	0	0	1.00	0	0	0
Westmount	1	0	0	0	1	0	0	0	1.00	0	0	0
TOTAL ADULTS	5	0	0	5	10	0	0	0	10.00	0	0	0

SECONDARY ALTER ED

Lawrence Alter Ed (at Sir John A. Macdonald)	55
Phoenix Alter Ed (at Westmount)	30
Jackson High (at Sir John A. Macdonald))	65
TOTAL ALTER ED	150

NOTE: Self-Contained Special Education columns include
General Learning Disability (SLD), Behavioural, Comprehensive,
Communication, Specific Learning Disability (SLD),
Developmentally Delayed, Gifted, Multiple, Physical,
Speech and Language, Autistic and Hearing Impaired.

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The Hamilton-Wentworth District School Board
Summary of Secondary School Enrolment
1999/2000 - 2000/2001 - 2001/2002

	Oct 31/99	Oct 31/00	Oct 31/01	Mar 31/00	Mar 31/01	Mar 31/02	1999/00	2000/01	2001/02
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
	FTE	FTE	FTE	FTE	FTE	FTE	ADE	ADE	ADE
Ancaster	1,470.50	1,496.25	1,494.75	1,403.00	1,458.00	1,422.50	1,436.75	1,477.13	1,458.63
Barton	1,181.50	1,219.50	1,170.25	1,118.00	1,129.00	1,123.00	1,149.75	1,174.25	1,146.63
Delta	910.00	904.50	1,236.50	860.00	827.75	1,149.00	885.00	866.13	1,192.75
Glendale	1,157.75	1,218.00	1,210.00	1,139.25	1,153.00	1,136.50	1,148.50	1,185.50	1,173.25
Highland	908.00	908.00	913.00	860.50	830.50	877.00	884.25	869.25	895.00
Hill Park	1,202.00	1,170.50	1,157.00	1,167.00	1,100.00	1,072.50	1,184.50	1,135.25	1,114.75
Mountain	317.00	305.50	289.50	287.00	283.50	289.00	302.00	294.50	289.25
Orchard Park	1,226.00	1,180.00	1,142.00	1,161.00	1,096.00	1,111.00	1,193.50	1,138.00	1,126.50
Parkside	903.00	855.00	863.50	838.00	810.00	836.00	870.50	832.50	849.75
Parkview	325.25	273.75	313.00	284.00	240.00	314.00	304.63	256.88	313.50
Saltfleet	1,211.00	1,183.00	1,170.00	1,139.00	1,120.00	1,122.50	1,175.00	1,151.50	1,146.25
Scott Park	712.25	690.00	-	663.75	624.50	-	688.00	657.25	-
Sherwood	1,191.00	1,244.00	1,236.00	1,157.50	1,200.25	1,180.50	1,174.25	1,222.13	1,208.25
Sir Allan MacNab	1,066.00	1,047.00	1,049.00	1,031.00	1,012.00	988.50	1,048.50	1,029.50	1,018.75
Sir J. A. Macdonald	1,250.00	1,219.75	1,481.00	1,223.50	1,206.25	1,436.00	1,236.75	1,213.00	1,458.50
Sir W. Churchill	957.50	958.00	999.50	903.00	884.00	948.50	930.25	921.00	974.00
Waterdown	1,135.50	1,166.50	1,232.50	1,116.25	1,153.00	1,204.50	1,125.88	1,159.75	1,218.50
Westdale	1,363.50	1,393.00	1,385.75	1,285.00	1,330.50	1,331.50	1,324.25	1,361.75	1,358.63
Westmount	1,054.50	1,051.75	969.25	1,030.00	1,001.25	940.50	1,042.25	1,026.50	954.88
Total HWDSB	19,542.25	19,484.00	19,312.50	18,666.75	18,459.50	18,483.00	19,104.50	18,971.75	18,897.75

FTE = Full Time Equivalent

ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year. The full-time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.

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#10

Committee of the Whole: Open
Monitoring – Resource Allocation

The Hamilton-Wentworth District School Board

Memorandum

TO: Merv Matier, Director of Education and Secretary of the Board

FROM: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget

DATE: May 13, 2002

RE: 2001/2002 Average Class Size Report – Secondary

Monitoring Statement:

The Hamilton-Wentworth District School Board is in compliance with Ministry secondary average class size requirements in 2001/2002.

RATIONALE:

The following appendices are attached:

Appendix A	Average Class Size Secondary Report
Appendix B	Summary of Average Class Size by School

Secondary Schools

Class size legislation introduced in 1997 placed a maximum average class size of 22 in the board's secondary schools. In June 2000, the legislated secondary class size maximum was reduced to 21. However, the *Stability and Excellence in Education Act* (Bill 80) passed in July 2001 provides that Boards may pass a resolution to increase the secondary average class size for the board by up to one student. The HWDSB approved such a resolution in preparation for the 2001/2002 school year. The 2001/2002 actual

average secondary class size for The Hamilton-Wentworth District School Board was 21.97.

Also as a result of Bill 80 Boards are now to report secondary average class size once for both count dates on April 30th.

This report is with respect to secondary schools. Elementary schools average class size information was reported to the Board in January 2002.

Class Size Reporting and Distribution:

Each district school board is required to submit an elementary and secondary average class size report to the Ministry for and in the current school year. Elementary class size reports, using a count date of October 31st are due on or before December 15th. Secondary average class size reports, using count dates of October 31st and March 31st, are due on or before April 30th.

Boards are required to make the average class size reports available to the public. Accordingly, the Average Class Size Elementary Report and the Average Class Size Secondary Report will be posted on the Board's website. Schools and the Chair of each School Council will be advised that the report is available.

Average Class Size**Secondary Schools: Summary Report****Reporting Date: April 30**(Actual enrolment as of October 31
and actual enrolment as of March 31)

In accordance with the requirements of Regulation 399/00,
the amending regulation 275/01, and Regulation 276/01,
the following report is provided to the Minister.

Secondary

Total pupil credits (semester 1 + semester 2 + full year)
for all secondary schools

Total number of classroom credits (semester 1 + semester 2 + full year)
for all secondary schools

Average size of the board's secondary school classes, in the aggregate

Did your board pass a resolution, under Regulation 276/01, to increase the secondary
average class size?
for all classes in the 2001-2002 school year?
for second semester classes only in the 2001-2002 school year?

Check one

YES

Director of Education/Secretary of the Board is required to certify, by checking the box,
that the information submitted to the ministry has been reported in accordance with
the Act and the Regulations.

☒

Board Name	Board Number
Hamilton-Wentworth DSB	B66141
Contact Name	Telephone Number
Lucy Veerman, Manager of Budget	(905)527-5092 ext 2202
Email Address	
lveerman@hwdsb.on.ca	

III -- INFORMATION ITEMS

Program

12. Presentation on School Accountability Portfolio – Working Draft

Human Resources

13. Presentation on Executive Council Structure

*Committee of the Whole
May 13, 2002*

#11

The Hamilton-Wentworth District School Board

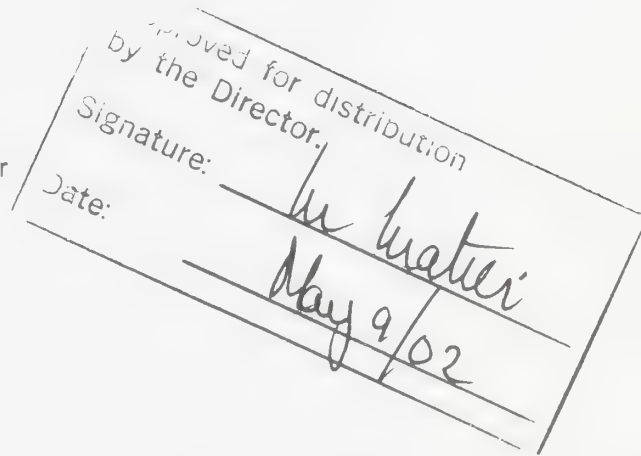
Memorandum

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance
Lucy Veerman, Manager of Budget

DATE: May 13, 2002

RE: 2001/2002 Financial Report - 2002 03 31



Monitoring Statement:

Budget to actual trends that have been identified to date are outlined on page two of the report.

Rationale:

The attached report identifies expenditures, commitments and revenues as of March 31, 2002.

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11-1
The Hamilton-Wentworth District School Board
2001/2002 Financial Reporting

	Revised Budget 2001/2002	Actuals 2002 03 31	% of Budget	Notes
Expenditures				
CLASSROOM				
Classroom Teachers/Library/Guidance	\$ 193,009,829	121,769,535	63.1%	
Occasional Teachers	4,763,035	4,457,026	93.6%	2
Educational Assistants	12,355,175	8,409,634	68.1%	
Classroom Computers	3,238,526	3,036,158	93.8%	
Textbooks and Supplies	12,384,997	7,387,676	59.7%	
Professionals and Para-Professionals	6,693,844	4,111,763	61.4%	
Staff Development	786,466	604,886	76.9%	
	<u>233,231,872</u>	<u>149,776,678</u>	<u>64.2%</u>	
NON-CLASSROOM				
Co-ordinators and Consultants	2,587,735	1,620,880	62.6%	
Teacher's Preparation Time	21,393,609	13,510,434	63.2%	
Principals & Vice-Principals	16,983,097	10,974,564	64.6%	
Department Heads	608,536	393,707	64.7%	
School Office	8,797,750	5,910,604	67.2%	
Continuing Education	2,654,260	1,409,035	53.1%	
	<u>53,024,987</u>	<u>33,819,224</u>	<u>63.8%</u>	
BOARD ADMINISTRATION & GOVERNANCE				
Trustees	124,970	48,828	39.1%	
Directors & Supervisory Officers	1,491,316	925,389	62.1%	
Board Administration	9,829,350	5,697,132	58.0%	
	<u>11,445,636</u>	<u>6,671,349</u>	<u>58.3%</u>	
TRANSPORTATION				
Pupil Transportation	10,619,276	7,478,144	70.4%	
PUPIL ACCOMMODATION				
Operations & Maintenance	37,875,966	23,725,071	62.6%	
School Renewal	4,236,750	3,681,456	86.9%	1
New Pupil Places	510,000	147,427	28.9%	
Other Capital and Approved Debt	11,148,241	2,863,856	25.7%	
	<u>53,770,957</u>	<u>30,417,810</u>	<u>56.6%</u>	
Provision to Reserves re: School Renewal	<u>3,787,046</u>	<u>3,734,809</u>	<u>98.6%</u>	
Total Expenditures	<u><u>\$ 365,879,774</u></u>	<u><u>231,898,014</u></u>	<u><u>63.4%</u></u>	
Revenues				
Student Focused Funding - Legislative Grants	\$ 366,004,774	219,373,609	59.9%	3
Miscellaneous Revenue	1,675,000	2,026,549	121.0%	
Transfer from Working Reserve	1,200,000	0	0.0%	
Prior Year's Deficit	(3,000,000)	(3,313,332)	110.4%	4
Total Revenues	<u><u>\$ 365,879,774</u></u>	<u><u>218,086,826</u></u>	<u><u>59.6%</u></u>	

The Hamilton-Wentworth District School Board**2001/2002 Financial Reporting****Notes To Financial Information****2002 03 31****Note 1**

The following resolution was approved at a regular meeting of the Board on Monday April 22, 2002:

Resource Allocation: School Renewal Deficit:

That the combined 1.2 million deficit in the Barton and Westdale School renewal projects be funded from the 2002/2003 School Renewal budget and funded in 2001/2002 on a temporary basis from working reserves.

Note 2

Actual expenditures as of March 31, 2002 represent 93.6% of the occasional teacher budget. Over the past several years, actual expenditures for occasional teacher usage have exceeded the budget.

Note 3

The enrolment summary report for October 31, 2001 and March 31, 2002 reflects a reduction in actual enrolment versus projected enrolment. The decrease in enrolment will result in a reduction in operating grants.

Note 4

The actual deficit for the year ended 2000/2001 is \$3,313,333. The 2001/2002 budget included a projected prior year's deficit of \$3,000,000. This difference of \$313,333 will be included as part of the 2001/2002 projected year end forecast.

#12

MEMO

2002 05 09

To: Merv Matier
Director of Education and Secretary of the Board

From: Nora Campbell
Superintendent of Education

Re: School Accountability Portfolio – Working Draft
Information

Approved for distribution
by the Director.

Signature: _____

Date: _____

Attached is a brief synopsis of the School Accountability Portfolio draft resource document.

Background

Schools have traditionally been required to have a School Plan. Post amalgamation, H.W.D.S.B. needed a consistent format for these "plans". At the same time, the Ministry and the Education Improvement Commission were making various recommendations regarding both School Improvement as well as how that information should be conveyed to parents.

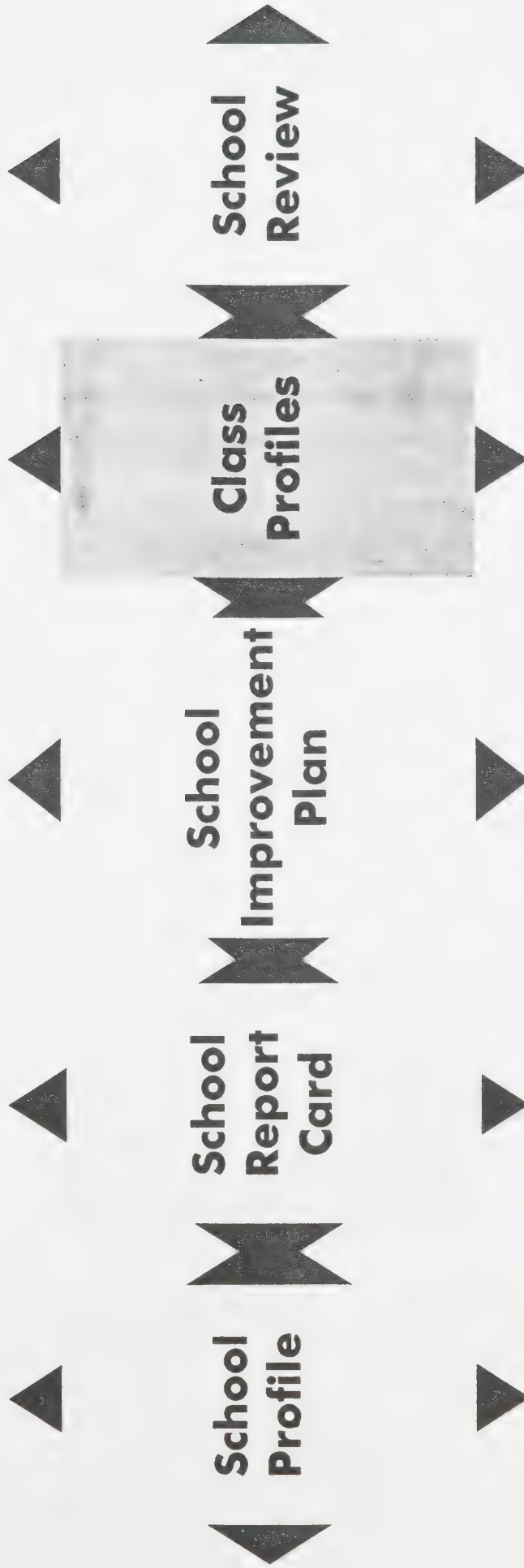
Quote - "The trust, support and understanding of parents and the community are essential to a successful education system. Such community support is earned when boards produce good results and provide good value for taxpayers' dollars. It requires that the public are well informed and engaged in the education process, and that the education system be clearly accountable to the public. Accountability promotes ongoing improvement in the system, open dialogue about the objective of education, and the ability to move ahead with necessary changes."

The Education Improvement Commission: The Road Ahead IV

Within this context, a system committee produced a working draft document, the "School Accountability Portfolio". The content of this draft document was to provide a systematic process to approach school improvement for the H.W.D.S.B. We have had many requests for our document from other Boards in the province, as well as the Ministry. We have declined at this point in time, as this document continues to be a work in progress. Further refinements will continue over the next 12 months.

School Accountability Portfolio

Resource Document – Working Draft



The trust, support and understanding of parents and the community are essential to a successful education system. Such community support is earned when boards produce good results and provide good value for taxpayers' dollars. It requires that the public are well informed and engaged in the education process, and that the education system be clearly accountable to the public. Accountability promotes ongoing improvement in the system, open dialogue about the objective of education, and the ability to move ahead with necessary changes.

The Education Improvement Commission: The Road Ahead IV



The Hamilton-Wentworth District School Board

SCHOOL IMPROVEMENT PORTFOLIO (SIP)

SCHOOL PROFILE	SCHOOL REPORT CARD	SCHOOL IMPROVEMENT PLAN (SIP)	CLASS PROFILES	SCHOOL REVIEW
Content <ul style="list-style-type: none"> Board and school information School's Vision and Program priorities Program and school services School demographics School operational information Community partnerships Significant school achievements 	Content <ul style="list-style-type: none"> Board and School information Student achievement data School's response to EQAO and Safe Schools Policy Communication protocols Summary of School Improvement Plan Additional information ie credit accumulation 	Content <ul style="list-style-type: none"> Includes process driven by data collection and analysis focussed on school improvement. Document outlines a system format for collection presentation and monitoring. Focuses on three major initiatives- <i>Curriculum, School Environment and Parent Involvement</i> Emphasizes <i>setting goals and performance targets, measuring results and learning teams</i> 	Content <ul style="list-style-type: none"> Student achievement information at specific checkpoints during the year Provides basis for developing and monitoring teaching strategies for improvement Becomes portfolio to be passed to next year's teacher (baseline data) 	Content <ul style="list-style-type: none"> Focuses on reviewing the success of the school in implementing their plan for improved student achievement Provides consistent format across the System for Superintendent of Schools to review schools' progress Important component of Principal Performance Appraisal
Progress <ul style="list-style-type: none"> Schools' Vision revisited and aligned with Board's Commitment to the Community Principals at awareness level for requirements of this component 	Progress <ul style="list-style-type: none"> <i>Principals and school staff are aware of use of data relationship to school planning</i> <i>E-Principal software has been piloted by group of Principals</i> <i>Trevlac as an integratable data source has been studied by a group of Secondary Principals</i> 	Progress <ul style="list-style-type: none"> All elementary and secondary principals aware of the School Improvement Process Academic Support staff aware of School Improvement Process and implications for their role Principals at different stages in the implementation of School Improvement Process Concept of <i>Learning Communities</i> introduced at Cluster Meetings (Awareness Level) Early dismissal days utilized to inservice Literacy Initiatives and School Improvement Planning 	Progress <ul style="list-style-type: none"> Exemplars have been in - serviced by Program Department and schools are at various stages of implementation Exemplars, student work and EQAO results are compared for instructional purposes School teams identify areas needing attention 	Progress <ul style="list-style-type: none"> Cluster meetings are providing PD time to focus on directed Professional Dialogue and development of knowledge and skills needed to initiate change and work towards sustained school improvement
Challenges / Next Steps <ul style="list-style-type: none"> Need for software that integrates template and allows data to be accessed from other data sources Need for a Data Warehouse System to store all relevant data for School and System Need to identify most useful demographic data for School Planning (Daryl Sage) 	Challenges / Next Steps <ul style="list-style-type: none"> Difficulty in interfacing all data - too many separate programs needed Data warehouse system needed to accommodate School and System needs 	Challenges / Next Steps <ul style="list-style-type: none"> Time and support needed to develop Learning Communities that will sustain school-driven improvement process Need to identify what data is most applicable and the level of sophistication required Need to identify and become familiar with tools and resources to collect and analyse data Identify and implement a Staff Development Program aimed at sustaining School Improvement 	Challenges / Next Steps <ul style="list-style-type: none"> Existing methods of collecting and monitoring student assessment results will be incorporated to fit the class profile format for consistency across the system Implementing new assessment tools into process while many schools are in very beginning stages of implementing the school improvement process 	Challenges / Next Steps <ul style="list-style-type: none"> Specific timelines and expectations of Superintendents of Schools for Principals be stated for the first year of implementation Monitoring process identifies areas of support needed for specific sites as well as universal needs School Council efforts to help schools improve be clearly defined
Principal of School Improvement Role <ul style="list-style-type: none"> Introduced purpose and direction of this component to Principals and Academic Support Staff Met with Technological Support to examine System Technology capabilities 	Principal of School Improvement Role <ul style="list-style-type: none"> <i>Co-ordinated and reported to Executive Council on work of Administrator Study Groups</i> <i>Dialogued with Technological Support staff to examine possibilities and align direction</i> 	Principal of School Improvement Role <ul style="list-style-type: none"> Inserviced System on document and process Inserviced Clusters on Learning Community concept Identified and worked with key sites (Elementary and Secondary) in developing School Improvement Plan and Process Co-ordinated storefronts where Principals shared school improvement efforts at Leadership Conference Continue to research and apply most effective and supportive processes for continued School Improvement 	Principal of School Improvement Role <ul style="list-style-type: none"> Continue to support Principals in developing supportive structures to facilitate team learning 	Principal of School Improvement Role <ul style="list-style-type: none"> Continue to support Principals at all levels of implementation



The Hamilton-Wentworth District School Board
Office of the Director of Education & Secretary

DATE: May 9, 2002
TO: Trustees
FROM: Merv Matier, Director of Education
RE: **EXECUTIVE COUNCIL STRUCTURE**

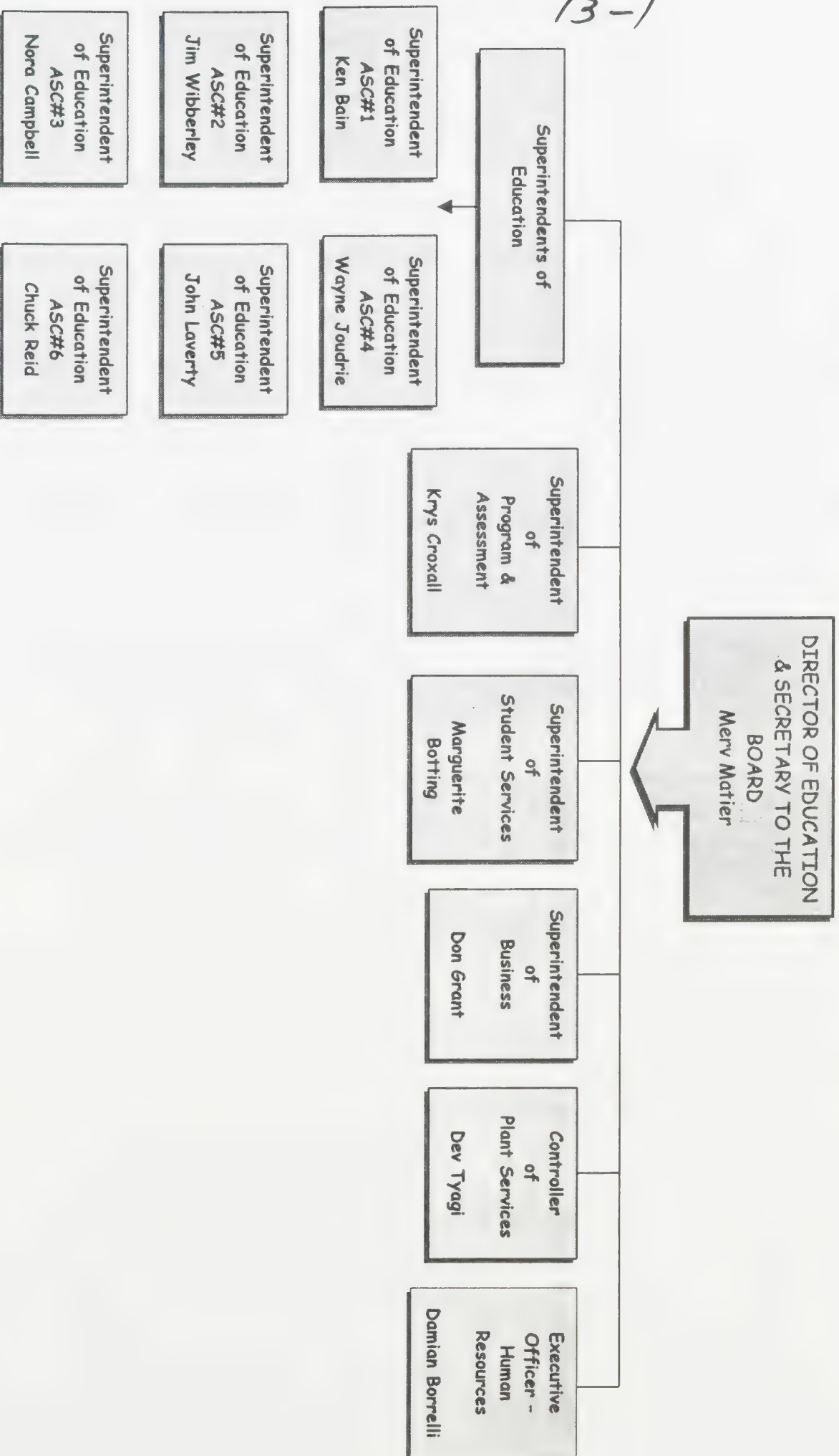
INFORMATION ITEM

On June 3, 2002, the full complement of Senior Officials will be in place as listed in Appendix A. The new structure reflects a re-alignment of leadership to address changing priorities in the education system. The structure and portfolio assignments are built on the following key assumptions:

- The continuum of program from JK to Graduation is best coordinated under one Superintendent.
- The continuum of learning from JK – Graduation is best addressed through an organization of schools in clusters – elementary and associated secondary schools (A.S.C.s).
- Each system portfolio is under the leadership of a lead Supervisory Officer, however, direction is provided in each portfolio by the entire Executive Council team.
- The “work” of each Supervisory Officer, is shaped by the goals and strategies approved in the Strategic Directions.
- Portfolio assignments are aligned with the role expectations contained in the Director Evaluation document.
- A senior official is assigned exclusive responsibility for the Human Resources Department as recommended in Strategic Directions and the Burke Report.
- System portfolios are assigned to Senior Officials based on knowledge, expertise in specific areas, and interest.
- Discussions took place at Executive Council on portfolio assignments and agreement was reached on balance of workload.
- The portfolio, Organizational Development, is a new portfolio designed to align the planning activities of schools, departments, system portfolios and Executive Council with the Board's Strategic Plan

The focus for all Superintendents of Education is school improvement, with a particular focus on literacy. Cluster meetings will have a program focus with a staff development component to address the needs of the school administrators. The School Accountability Portfolio, including the School Improvement Plan, is the template, which will be utilized by all schools.

EXECUTIVE COUNCIL STRUCTURE
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



EXECUTIVE COUNCIL PORTFOLIOS

SUPERINTENDENT OF EDUCATION	ASSOCIATED SCHOOL CLUSTER			SYSTEM RESPONSIBILITY	STAFF SUPPORT
Ken Bain	Ancaster High Ancaster Sr. Beverley Central CH Bry Central Park Dr. J. Seaton Dundana Dundas Central	Dundas District Fessenden Grange Greensville Highland S.S. Lynden Maple Lane Millgrove	Partside S.S. Pleasant Valley Queen's Rangers Rousseau Sheffield Spencer Valley Yorkview	<ul style="list-style-type: none"> Teacher Staffing Principal/Vice-Principal Staffing 	
Jim Wibberley	A.A. Greenleaf Baladava Centennial/ Bennetto Central Dalewood Dr. J.E. Davey Earl Kitchener Flamborough Ctre	G.R. Allan Glenwood Guy Brown Hess Street Mary Hopkins Prince Philip Queen Victoria Robert Land	Ryerson Sanford Ave. Sir J A Macdonald S.S. Stinson Street Strathcona Tweedsmuir Waterdown S.S.. Westdale S.S.	<ul style="list-style-type: none"> Safe Schools School Calendar Bursaries, Foundation School Budget Working Group 	
Nora Campbell	Bell Stone Buchanan Park Burtholder Cardinal Hts. Chedoke Eastmount Park Franklin Road G. L. Armstrong Gordon Price	Hill Park Holbrook James MacDonald Linden Park Mount Hope Mountview Norwood Pauline Johnson Queensdale	R.A. Riddell Ridgemount Ryckman's Corners Seneca Sir Allan MacNab Thornbrae Westmount Westview Westwood	<ul style="list-style-type: none"> Adult & Continuing Education Leadership Development A.B.C. etc... 	1 - Principal of Adult & Continuing Education
Wayne Joudrie	A.M. Cunningham Adelaide Hoodless Delta S.S. Fairfield Gibson Hillcrest Hillsdale	King George Lloyd George Memorial Mountain S.S. Portdale Parkview S.S. Prince of Wales	Queen Mary Rosedale Roxborough Park Sir W. Churchill S.S. Viscount Montgomery W. H. Ballard Woodward	<ul style="list-style-type: none"> Computers in the Classroom Student Information System Kit Services/Edu Media/ AV Repair/ Multi-Media/ Paikin Library Athletics 	3 - Information Technology Consultants 1 - Athletic Convenor
John Lavery	Barton S.S. Bellmoore Billy Green C.B. Stirling Ferrywood Park Hampton Heights Helen Detwiler	Highview Huntington Park Janet Lee Lawfield Lincoln Alexander Lisgar Mount Albion	Parkwood Peace Memorial Richard Beasley Saltfleet S.S. Sherwood S.S. Sherwood Hts Tapleytown Vern Ames	<ul style="list-style-type: none"> Teacher Performance Appraisal P.L.P.'s P/V/P Promotion Process 	
Chuck Reid	Collegiate Ave. Eastdale Elizabeth Bagshaw Glen Brae Glen Echo	Glendale Green Acres Lake Ave. Memorial Mountainview	Orchard Park S.S. R. L. Hylop Sir Isaac Brock Sir W. Laurier Winona	<ul style="list-style-type: none"> Community Partnerships Assembly of School Councils Organizational Coordination Equity OCTU 	1 - Principal Organizational Development 1 - Research Officer (Data Analysis)

13-2

SUPERINTENDENT	SYSTEM RESPONSIBILITY	STAFF SUPPORT
SUPERINTENDENT OF STUDENT SERVICES Marguerite Botting	<ul style="list-style-type: none"> ▪ Special Education ▪ Communication Services ▪ Psychological Services ▪ Social Work Services ▪ Section 19 ▪ S.A.L.E.P. <ul style="list-style-type: none"> ▪ S.E.A.C. ▪ O.P.E.I.U Staffing ▪ P.S.S.P. Staffing ▪ Home Schooling ▪ I.S.A. Funding 	1 - Principal Special Education 9 - Consultants 3 - Managers
SUPERINTENDENT OF PROGRAM & ASSESSMENT Krys Crokall	<ul style="list-style-type: none"> ▪ <u>Component 1:</u> Jr. and Sr. Kindergarten Program (Early learning, Early Childhood Education, Child Care) ▪ <u>Component 2:</u> Grades 1-8 Ontario Curriculum (Language, Mathematics, Science & Technology, The Arts, Social Studies/History & Geography, Health & Phys. Ed and FSL ▪ French Immersion and ESL ▪ Environmental Education ▪ Choices into Action(1-8) ▪ Learning Opportunities <ul style="list-style-type: none"> ▪ <u>Component 3:</u> Secondary School Reform (9-12 subject documents and courses) ▪ Choices into Action ▪ School to Work/Experiential Education/OYAP/ Bridges to Business ▪ Alternative Education ▪ <u>Component 4:</u> Assessment, Evaluation & Reporting (K-12) (Reports cards, EQAO, Literacy Tests, etc.) 	1 - Principal Program & Assessment 14 - Consultants
CONTROLLER OF PLANT SERVICES Dev Tyagi	<u>Plant Services Departments:</u> <ul style="list-style-type: none"> ▪ Cartaking Services, ▪ Maintenance Services ▪ Building Renewal & Construction 	2 - Managers 1 - Health & Safety Coordinator
SUPERINTENDENT OF BUSINESS Don Grant	<u>Business Departments:</u> <ul style="list-style-type: none"> ▪ Accommodation & Planning ▪ Budget Development ▪ Computer Services 	5 - Business Managers
EXECUTIVE OFFICER HUMAN RESOURCES Damian Borrelli	<ul style="list-style-type: none"> ▪ H.R. Policy Development ▪ Forecasting Staff Requirements ▪ Recruitment ▪ Staff Development ▪ Negotiations ▪ Employee Relations: ▪ Staffing: ▪ Disability Mgt. ▪ Collective Agreements ▪ Grievances & Arbitration 	1 - Employee Relations Manager 1 - Human Resources Coordinator 1 - Staff Development Officer

MINUTES OF THE COMMITTEE OF THE WHOLE
APRIL 8, 2002

Those present: Judith Bishop (Chair), Wes Hicks, Eleanor Johnstone, Wayne Marston, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson, Bruce Wallace and Reg Woodworth (Vice-Chair of the Board).

Regrets: Robert Barlow

In attendance: M. Matier (Director of Education and Secretary), K. Bain (Superintendent of Education), M. Botting (Superintendent of Student Services), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Program and Assessment), D. Grant (Superintendent of Business), W. Joudrie (Superintendent of Education), C. Reid (Superintendent of Education), D. Tyagi (Controller of Plant Services) and J. Wibberley (Superintendent of Education).

1. Call to Order

R. Woodworth called the meeting to order at 6:30 p.m.

2. Approval of Minutes of March 18, 2002

It was moved by J. Bishop, seconded by I. Thompson: That the minutes of March 18, 2002 be approved.

CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Added item:

12 a) Resource Allocation - Notice of Motion Textbooks – I. Thompson

It was moved by B. Wallace, seconded by W. Hicks: That the agenda be approved as amended.

CARRIED UNANIMOUSLY.

DELEGATION

5. Lloyd George School Council re secretarial reduction

R. Woodworth welcomed Sandra Penner on behalf of the Committee.

S. Penner highlighted the following points:

- safety of children will be jeopardized due to lack of an adult in the school office
- lack of communication with the community for new registrants will discourage new students from enrolling

L. Orban asked what process is being used regarding the safe arrival check at Lloyd George.

S. Penner responded that on Monday mornings the school secretary is not in and, as a result, the Safe Arrival check is not being completed until 11:30 a.m. on that day.

R. Woodworth thanked the presenter for her time.

It was moved by I. Thompson, seconded by E. Johnstone : That the delegation presentation regarding Lloyd George secretarial reduction be referred to administration.

CARRIED UNANIMOUSLY.

R. Woodworth welcomed new Controller of Plant Services, Dev Tyagi to the Committee of the Whole meeting. D. Tyagi expressed thanks noting he is looking forward to working with staff of The Hamilton-Wentworth District School Board.

I ACTION ITEMS:

Program

6. 2002/2003 School Year Calendar

It was moved by B. Wallace, seconded by E. Johnstone: That the Proposed 2002/2003 School Year Calendar for Elementary Schools in The Hamilton-Wentworth District School Board be approved. (Appendix A).

It was moved by B. Wallace, seconded by E. Johnstone: That the proposed 2002/2003 School Year Calendar for Secondary schools in The Hamilton-Wentworth District School Board be approved. (Appendix B).

J. Wibberley advised trustees the School Year Calendar was the work of former Superintendent of Education Pat Gillie in conjunction with the Hamilton-Wentworth Catholic Board. He advised trustees that the Secondary School calendar is virtually identical to last year and the elementary calendar has a few changes. For example, the November 1st P.A. day will return and the June P.A. day will be earlier in June as opposed to the traditional last day of school.

B. Wallace asked if there is any talk about sharing bus routes with the coterminous board.

M. Matier responded this would certainly facilitate sharing bus routes; however, he wouldn't want to suggest that may happen in the near future.

To the motions, **CARRIED UNANIMOUSLY.**

Human Resources

7. Response to Pleasant Valley School re Reduction to Secretarial Time – Verbal Update

K. Bain advised trustees as to the plan in place at Pleasant Valley with the reduction in secretarial time.

K. Bain advised they are trying to ensure there is an adult in the office area. There is an answering machine at the school that the principal checks quarterly or more frequently if time allows. If neither the principal nor the secretary is available the teacher designate may be asked to cover. He added the principal schedules out-of-building activities when the secretary is at the school. K. Bain noted the secretary's work has been prioritized to do the arrival check first.

In response to a question, K. Bain clarified there is a full-time administrator at Pleasant Valley School and a half-time administrator at Lloyd George School.

R. Woodworth thanked K. Bain for the update.

Resource Allocation7. School Renewal Deficit

It was moved by L. Orban, seconded by J. Bishop: That the combined 1.2 million deficit in the Barton and Westdale School Renewal projects be funded from the 2002/2003 School Renewal budget and funded in 2001/2002 on a temporary basis from working reserves.

D. Grant outlined the report. Action has been taken to address this deficit; however, a shortfall of 1.2 million has remained. D. Grant assured members that action has been taken to ensure this doesn't recur, through following steps:

- plant department is reviewing its organizational structure
- staff will be provided with in-service on using the Financial Information System
- procurement procedures will be reviewed with staff in purchasing, and
- budget control within the Financial Information System will be adjusted in order to better monitor the budget.

In conclusion, D. Grant stated that although the project costs have been allowed to exceed the budgeted amount, this should not be viewed as monies wasted; rather, renovations and improvements needed by our schools have been secured.

R. Mulholland pointed out that tendered projects should not overrun their budget and should be monitored more carefully.

D. Grant referred members to page 8-3 where the changes to the budget are listed.

R. Mulholland noted this was the amount that was given in the original budget and reiterated contractors should hold firm on their original contract price.

D. Grant advised trustees it would be a mistake to interpret that this is solely the responsibility of Barton or Westdale. Where needs have come up there have been accommodations made. D. Grant added this money has not been wasted as it has covered work that needed to be done in the system.

R. Mulholland asked for clarification as to whether the 1.2 million-dollar over run is on the two projects in the recommended action.

D. Grant responded that from a budget standpoint these are the two largest projects causing a funding shortfall.

In response to a query, D. Tyagi clarified the following components attributed to the funding shortfall:

- added costs to original contracts
- lack of control of project scope and project description
- out-of-date estimates on projects some as much as five-ten years
- unclear definition of funds from one year to the next
- budget control reporting system, assigning people to be accountable for the budget

In response to a query, D. Grant explained that the error occurred in the 2000-2001 budget. He noted in that year 2 million dollars was allocated for general renovations; however, later in the year trustees approved a further allocation of 1.2 million dollars and at a budget standpoint that wasn't recorded.

When W. Hicks expressed surprise that the deficit didn't surface before now, D. Grant advised it was complicated with the pre-spending of next year's budget.

W. Hicks asked for clarification of page 8-4 – flooring. D. Tyagi noted last year there were three schools budgeted to have new floors but that amount was adjusted because there was not enough money.

W. Hicks asked what process will be used to identify and communicate to the schools affected by this funding shortfall and if there is a new priority list.

D. Tyagi noted the process for next year's program has begun and the commitments were made for this year's programs also. This year's commitments would have priority over new concerns except health and safety issues. He added, however, he could not guarantee that all those projects cancelled this year would automatically be approved for next year.

W. Hicks understood the health and safety issues but he felt the priorities of this year shouldn't be penalized. He asked if any of these projects could be picked up over the summer months considering some of these are best done in the summer.

D. Tyagi responded the commitments already made will be weighed more heavily than new projects and better controls will be in place. He could not say what would happen for sure regarding the previous commitments.

L. Orban felt this was a significant issue. She noted our Board is trying to be open and transparent and she wanted to know if there would be significant controls in place for the future.

D. Grant responded he recognized this is not the type of public relations report that our board wants to represent. He assured trustees the intent is to ensure the tracking of projects and that cost overruns are appropriately handled.

D. Grant emphasized, however, that those costs expended have been towards enhancements and renovations and were not wasted.

E. Johnstone asked why Waterdown received new flooring but Gibson and Tweedsmuir did not and how that decision was reached.

D. Grant noted the projects at Gibson and Tweedsmuir had not yet begun which made them easier to defer.

E. Johnstone asked when these two schools would be completed.

E. Johnstone asked if this is the list that will continue to be used and asked that the inner city schools be considered.

B. Wallace noted a lot of time had been spent on this topic. He thanked staff for bringing the issues to the forefront and for speaking of the action to be taken in order to deal with this problem.

L. Peddle felt it was difficult to understand that 6.8 million is the expected budget for next year minus the deficit that leaves us with 4.2 million dollars including any health and safety issues.

Our Board wants to create JK-8 schools with larger gym facilities; however, to manage our entire system with this funding is going to be difficult.

J. Bishop stated she was pleased that this problem has been brought to trustees' attention and she suspected these problems are old and maintenance of our schools is looking grim.

I. Thompson asked what would happen if the recommended action isn't approved. D. Grant responded this would add to the cumulative deficit for 2001-2002 and would have to be addressed in 2002-2003. He added the reason for the rationale is typically in terms of budget deliberations these are significant one time costs and the goal is to move forward.

I. Thompson felt the Board needed to write a letter to the Minister of Education stating this example of where we are short of funding.

W. Hicks noted this is an important decision on the number of schools we have and the closing of some schools. He noted the need to look at the big picture of accommodation and how that is driving the way the Board delivers education.

To the motion, **CARRIED UNANIMOUSLY.**

9. Trillium Lakelands DSB re increased ISA funding

It was moved by J. Bishop, seconded by W. Marston: That The Hamilton-Wentworth District School Board also write a letter of support of the present ISA process.

J. Bishop clarified she will send to the appropriate people and the letter will include appropriate data from our school board.

To the motion, **CARRIED UNANIMOUSLY.**

10. Correspondence from Peel DSB re The Quality in the Classroom Act

It was moved by J. Bishop, seconded by L. Peddle: That The Hamilton-Wentworth District School Board write a letter in support of the concerns of the Peel DSB re The Quality in the Classroom Act.
CARRIED UNANIMOUSLY.

11. Correspondence from Greater Essex County DSB re double cohort concerns

It was moved by J. Bishop, seconded by B. Wallace: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the concerns of the Greater Essex County DSB re the double cohort.
CARRIED UNANIMOUSLY.

12. Correspondence from Greater Essex County DSB re staffing/salary concerns

It was moved by J. Bishop, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the Greater Essex County DSB re staffing/salary concerns.
CARRIED UNANIMOUSLY.

12a. Notice of Motion - Textbooks – I. Thompson

I. Thompson noted that he had sent an email to all principals/vice-principals regarding the status of textbooks in our schools. Responses received varied; however, the consensus was that our schools are short thousands of dollars for textbooks. He asked if Executive Council were aware of this problem and whether all the money allocated to textbooks in the budget have been allocated to textbooks.

M. Matier responded Executive Council is aware there is a problem; however he didn't have specifics.

D. Grant responded he would like to research to quantify the question around the allocation of textbook monies.

I. Thompson stated he would like a full report on the status of textbooks needed in the schools.

B. Wallace speaking as a former principal noted he wouldn't appreciate an email from a trustee with specific questions. The principals are already overworked and trustees must be careful not to make individual demands to their workload. He added he believed there is still interchangeability in the schools with textbooks and the library and thought the administrator has flexibility in the school with respect to these two areas. He added administrators allocate these resources and unfortunately there isn't enough money for anything.

L. Peddle agreed stating she would not support asking for a separate report drawn up in isolation of the budget process that will be discussed in the near future.

L. Orban stated she thought many of the schools are very creative over the two semesters and added technology has added creative ways to accessing certain topics. This is an issue that won't be resolved tonight.

J. Bishop added the issue of textbooks is much more complex than it seems on the surface and will be discussed during budget deliberations as to what should be funded and what should not.

I. Thompson advised trustees the response he received from principals was that they were thankful. He noted parents should not be raising money for textbooks and trustees must be aware we are short of money for textbooks.

Relationships**12. Quarter Century Recognition**

It was moved by L. Orban, seconded by W. Marston: That the policy for *Quarter Century Service Recognition* be approved as presented.

M. Matier noted this went to JAC and received unanimous support with one change to item four of the operating procedures. This change is that an official from each employee group be invited to attend the event.

L. Orban felt trustees should be very grateful to Trustee Ray Mulholland who brought this event to fruition by raising money for the event.

R. Mulholland thanked L. Orban and noted he would email an update to trustees with information as to who is sponsoring this event.

To the motion, **CARRIED UNANIMOUSLY.**

Communication

14. Question regarding surveys

L. Orban noted she is in favour of surveys; however, she had a few questions regarding the "Choosing Healthy Actions and Thoughts" (CHAT) survey. She asked why trustees weren't aware of this and wondered why there wasn't a test done to identify depressed/anxious students rather than certain questions being asked that may make parents uncomfortable.

M. Botting responded that in the January 11, 2001 Education Committee Minutes through the E-Best Launch Report, they talked about how our Board would manage such requests as well as the number received from community partners.

M. Botting advised trustees that the Psychological Services department is working with families and families are only involved if they choose to be. M. Botting then called upon Dr. Kathy Short to respond to the second question.

Dr. Kathy Short advised trustees about the CHAT Survey. This is a program that addresses stress management skills of teens developed by Dr. John Weiss from UCLA. He has worked closely with our Board to help personalize this and bring it to our Board in a preventative way.

For example, drawing from theorists to teach at a level of students around 'blue thoughts'. This is a pilot process and is new for our Board. Dr. Short added they want to hear from teachers, students and parents on how to make this process better. In addition to asking questions, piloting using measures to see whether this program does work.

As depression can uncover symptoms there is a protocol in place to ensure confidentiality. However, if there are students identifying a need for help then confidentiality would be broken in order to serve these students.

L. Orban thanked Superintendent Botting and Dr. Short for their comments.

J. Bishop asked how they chose their measures or projects and what elements they are looking for. Dr. Short responded they look for programs that are evidence-based, theoretical models that meets the needs of our Board.

In response to a question about the measures chosen for dealing with a pilot survey, Dr. Short responded that the particular measure used in this survey breaks down into five subscales and if one of those subscales were removed it would make it more difficult to have a meaningful tool.

J. Bishop asked who determines the ethics of the surveys, for example if they are valuable. Dr. Short responded that currently the Board does not have an ethics committee; however, the first step to developing an ethics committee will begin in the next two weeks.

J. Bishop noted this board will be using reputable surveys and measures that will be looking at screening by an ethics committee.

J. Bishop asked how we would be informed in the future about such things as CHAT. She noted that although there is a reference to this she felt that most trustees wouldn't have been aware of what this would entail.

M. Botting advised that as staff are now in place trustees will be informed through E-Best reports.

E. Johnstone commended staff on their professionalism and asked if any of her schools are involved in something like this she would like to know ahead of time so she can be prepared for phone calls around the types of questions asked.

R. Mulholland asked if the Board is following the former Hamilton Policy re surveys. He felt the Board should have a policy on surveys.

M. Matier responded the Board follows the former Hamilton Board policy.

M. Botting noted they have been managing requests through Psychological Services. Each request that comes through is assessed for its benefit to our students.

L. Orban advised trustees she discussed this with Dr. Gudas-Murphy who would welcome a policy or protocol to deal with surveys. She added this would formalize this process if any issue arises from a survey.

It was moved by L. Orban, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board establish a protocol regarding projects, pilots and system surveys. Criteria may include: purpose, benefits, financial implications for staff time and material costs and parental consent form.

R. Mulholland pointed out the process should go to JAC.

M. Matier advised trustees that the current process is that the protocol be developed and then brought to Committee of the Whole for approval to refer to the Joint Advisory Committee.

To the motion, **CARRIED UNANIMOUSLY.**

Governance

15. Request for Liquor License - Dr. J. Edgar Davey Fundraiser

It was moved by J. Bishop, seconded by W. Marston: That The Hamilton-Wentworth District School Board approve the request from Dr. J. Edgar Davey Elementary School and the Y.M.C.A. to acquire a liquor license for their fundraiser June 1, 2002 for the 2002 Partners with Youth Campaign.

B. Wallace felt the YMCA could have held this at their facility. He felt they had an alternative to holding it at the school and this is a fundraiser rather than a reunion.

E. Johnstone noted she wouldn't be supporting as this sends a message to the students that adults can only have a good time if there is alcohol involved.

J. Bishop explained this campaign is benefiting the schools in a series of programs to assist students who have received foundation funding. She added that a similar event was held at Robert Land and had been granted approval by the Board. This event raised quite a lot of money and is an effective approach.

L. Orban noted the YMCA is a Christian association and she didn't believe they would promote drinking alcohol.

To the motion. **CARRIED**, 6 in favour, 4 opposed.

II. MONITORING ITEMS

The following reports were presented:

Program

16. Grade 8 to 9 Destinations Summary 2001

W. Joudrie noted this report is not to replace the request for retention and drop-out rates; rather, it shows where students intended to go when leaving grade eight and entering grade nine.

J. Bishop noted her interest in data and asked whether this was a student destinations report or was it checked against actual attendance in grade nine. She felt it would have been beneficial to see the actual student registrations.

W. Hicks asked if the numbers for Chedoke, R.A. Riddell and Westview could be checked again. He felt the numbers from those three schools entering the Separate system would be higher as the different amenities between Sir Allan MacNab and St. Thomas More are great.

B. Wallace pointed out if our Board doesn't attract students beginning school in JK it is likely our Board won't attract them beginning in grade eight. He added we can't compete with brand new schools with top notch facilities.

I. Thompson thanked Superintendent Joudrie for the report.

Human Resources

17. Staffing Report- Full Time Equivalent

D. Grant presented the report.

The number of full-time equivalent positions in place for the Board as of March 31, 2002 is consistent with the number anticipated.

Resource Allocation

18. 2001/2002 Financial Report – 2002 02 28

Budget to actual trends that have been identified to date are outlined on page two of the report.

It was moved by E. Johnstone, seconded by W. Marston: That the Committee meet in-camera at 8:50 p.m.

CARRIED UNANIMOUSLY.

6:30 p.m.

A G E N D A

6:30 p.m.

J. Bishop

1. Call to Order
2. Opening Reading/Prayer/O'Canada
3. Public Question Period
4. Approval of Minutes – April 22 and May 6, 2002
5. Business Arising from Minutes
6. Approval of Agenda

URBAN MUNICIPAL

MAY 28 2002

GOVERNMENT DOCUMENTS

RECOGNITION:

- Delta Secondary School Hockey Team
- Barton Cancer Dance-a-thon
- Dundas District Rap Video

ACTION ITEMS:

7. Report from the Library Board Representatives [*to be distributed at the meeting*] G. Whitwell and A. Culley
8. Reports of the Committee of the Whole R. Woodworth
 - (a) Dated May 6, 2002
 - (b) Dated May 13, 2002
9. Report of the Special Education Advisory Committee B. Pupols
10. Appointment of Student Trustee, 2002-2003 M. Matier
11. Meeting Schedule – September to December, 2002 J. Bishop
12. School Trips M. Matier
13. OPSBA Appointments J. Bishop
14. Chairs' Reports J. Bishop/R. Woodworth
15. O.P.S.B.A. Report
16. Notice of Motion

CORRESPONDENCE:

17. Resolutions: (Committee of the Whole)
 - (a) Trillium Lakelands DSB re amending the funding formula
 - (b) Durham DSB re concerns around EQAO results
 - (c) Windsor-Essex Catholic DSB re delaying hydro deregulation in Ontario
18. G. Kalil and R. RaoPeters re French Immersion in Waterdown (administration)
19. R. Tziougras re 123 Class at Lynden School (administration)
20. Letter of support for "Problems with Funding of the HWDSB" (information)
21. Copy of letter to Minister of Finance from MP B. Phinney re the GST Rebate (information)
22. Copy of letter to Minister of Education from MPP D. Agostino re funding shortfalls (information)

DISTRIBUTION

23. OPSBA Fast Reports, dated April 29 and May 6, 2002
24. Public Questions of Clarification

Future Meetings:

- | | | |
|--------------------------------------|--------------------------|-----------|
| Committee of the Whole | Monday, June 3, 2002 | 6:30 p.m. |
| Committee of the Whole | Monday, June 10, 2002 | 6:30 p.m. |
| Special Committee of the Whole | Monday, June 17, 2002 | 6:30 p.m. |
| Board | Monday, June 24, 2002 | 6:30 p.m. |
| Special Education Advisory Committee | Wednesday, June 26, 2002 | 7:00 p.m. |

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on April 22, 2002.

Those present:

Judith Bishop, Chair
Robert Barlow
Wes Hicks
Eleanor Johnstone
Wayne Marston
Ray Mulholland
Lillian Orban
Laura Peddle
Ian Thompson
Bruce Wallace
Reg Woodworth, Vice-Chair
Graham Hillgren, Student Trustee

In attendance:

Wayne Joudrie, Superintendent of Education and Secretary Pro Tem
Ken Bain, Superintendent of Education
Marguerite Botting, Superintendent of Instructional Services
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Education
Don Grant, Superintendent of Finance and Treasurer
John Lavery, Superintendent of Education
Chuck Reid, Superintendent of Education
Dev Tyagi, Controller of Plant Services
Jim Wibberley, Superintendent of Education

The Chair called the meeting to order to 6:35 p.m. and started the meeting with the singing of O'Canada.

RESOLUTION #02-68: It was moved by R. Woodworth, seconded by L. Orban: That Wayne Joudrie be appointed Secretary Pro Tem.
CARRIED UNANIMOUSLY.

The Chair welcomed the two new senior officials - Dev Tyagi and John Lavery - to their first Board meeting.

2. Public Question Period

Nil.

3. Approval of Minutes

RESOLUTION #02-69: It was moved by W. Hicks, seconded by L. Peddle: That the minutes of the March 25, 2002 meeting be approved as distributed.
CARRIED UNANIMOUSLY.

4. Business Arising from the Minutes

Nil.

5. Approval of Agenda

RESOLUTION #02-70: It was moved by L. Orban, seconded by B. Wallace: That the agenda be approved.

CARRIED UNANIMOUSLY.

Recognition:

Highview School representatives, Principal Marilyn Stewart and teachers Marie Gates and Kim Carlsen and students Stephanie Spicer and Alex Winter, were presented an Outstanding Achievement Award for the school's outstanding contributions to the Hamilton Health Sciences, the Foundation and the community in raising \$47,000 over the past six years.

Students Brittany Eckart and Josh Brown, winners of the Junior division and Intermediate level respectively, performed their winning city-wide Oral Communication Festival speeches.

The Chair offered congratulations to the candidates of the Leadership 2 program on behalf of the Board and expressed appreciation for their commitment of time and effort beyond the scope of daily school and system activities. In presenting their certificates to them, she wished them well in their goals and thank the staff responsible for delivering the leadership program.

6. Reports of the Committee of the Whole

RESOLUTION #02-71: It was moved by R. Woodworth, seconded by B. Wallace: That the Reports of the Committee of the Whole dated April 8 and April 15, 2002 be adopted as follows:

April 8, 2002

DELEGATION**1. Lloyd George School Council re Reduction to Secretarial Time**

It was moved by I. Thompson, seconded by E. Johnstone: That the delegation presentation regarding Reduction to Secretarial Time be referred to the administration for review and comment.

I ACTION ITEMS**Program****2. 2002/2003 School Year Calendar**

It was moved by B. Wallace, seconded by E. Johnstone:

- (a) That the proposed 2002/2003 School Year Calendar for Elementary Schools in The Hamilton-Wentworth District School Board be approved. (Appendix A).
- (b) That the proposed 2002/2003 School Year Calendar for Secondary Schools in The Hamilton-Wentworth District School Board be approved. (Appendix B).

Resource Allocation**3. School Renewal Deficit**

It was moved by L. Orban, seconded by J. Bishop: That the combined 1.2 million deficit in the Barton and Westdale School Renewal projects be funded from the 2002/2003 School Renewal budget and funded in 2001/2002 on a temporary basis from working reserves.

4. Trillium Lakelands DSB re increased ISA funding

It was moved by J. Bishop, seconded by W. Marston: That The Hamilton-Wentworth District School Board write a letter of support of the present ISA process.

5. Correspondence from Peel DSB re The Quality in the Classroom Act

It was moved by J. Bishop, seconded by L. Peddle: That The Hamilton-Wentworth District School Board write a letter in support of the concerns of the Peel DSB re The Quality in the Classroom Act.

6. Correspondence from Greater Essex County DSB re double cohort concerns

It was moved by J. Bishop, seconded by B. Wallace: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the concerns of the Greater Essex County DSB re the double cohort.

7. Correspondence from Greater Essex County DSB re staffing/salary concerns

It was moved by J. Bishop, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the Greater Essex County DSB re staffing/salary concerns.

Relationships**8. Quarter Century Recognition**

It was moved by L. Orban, seconded by W. Marston: That the policy for *Quarter Century Service Recognition* be approved as presented.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth Region.

Communication**9. Question regarding surveys**

It was moved by L. Orban, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board establish a protocol regarding projects, pilots and system surveys. Criteria may include: purpose, benefits, financial implications for staff time and material costs and parental consent form.

Governance**10. Request for Liquor License – Dr. J. Edgar Davey Fundraiser**

It was moved by J. Bishop, seconded by W. Marston: That The Hamilton-Wentworth District School Board approve the request from Dr. J. Edgar Davey Elementary School and the Y.M.C.A. to acquire a liquor license for their fundraiser June 1, 2002 for the 2002 Partners with Youth Campaign.

II MONITORING ITEMS

The following reports were presented:

Program

11. Grade 8 to 9 Destinations Summary 2001

The grade 8 to 9 Destinations Summary for June 2001 as presented.

Human Resources

12. Staffing Report – Full-Time Equivalent Positions

The number of full-time equivalent positions in place for the Board as of March 31, 2002 is consistent with the number anticipated.

Resource Allocation

13. 2001/2002 Financial Report – 2002 02 28

Budget to actual trends that have been identified to date are outlined on page two of the report.

April 15, 2002

DELEGATION

1. Settlement and Integration Services Organization (SISO) re Immigrant and Refugee Students

It was moved by B. Wallace, seconded by E. Johnstone: That the delegation presentation regarding Immigrant and Refugee Students be referred to the administration for review and that a report be brought back by June 2002.

2. Norwood Park School Council re French Immersion Review

It was moved by E. Johnstone, seconded by W. Marston: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

3. Hamilton-Wentworth Home and School Council re French Immersion Review

It was moved by J. Bishop, seconded by W. Marston: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

4. Canadian Parents for French re French Immersion Review

It was moved by W. Marston, seconded by J. Bishop: That the delegation presentation regarding French Immersion Review be referred to the administration for review and comment.

I ACTION ITEMS

Program

5. French Immersion Review

(a) Sherwood School

It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board phase out the French Immersion program at Sherwood Secondary School starting in September 2002 and approve transportation for the current Grade 9 French Immersion students to the French Immersion program at Westdale Secondary School to allow those students to complete the requirements of the French Immersion Certificate (10 courses in French Immersion) provided they remain within the French Immersion program.

(b) Sanford Avenue School

It was moved by J. Bishop, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board close the French Immersion program at Sanford Avenue Elementary School as of June 2002 and approve transportation for the current Grade 2, 3 and 4 French Immersion students to the Board-designated alternate French Immersion site until they have completed Grade 5, provided they remain within the French Immersion program.

Human Resources

6. Educational Assistant Staffing – 2002/2003

It was moved by E. Johnstone, seconded by W. Marston:

- (a) That the Board approve the Educational Assistant Allocation Committee for Special Education allocate 400 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.
- (b) That the Board approve the Learning Opportunity Allocation Committee allocate 22 Full-Time Equivalent (F.T.E.) Educational Assistant positions for the 2002-2003 school year.

Resource Allocation

7. Problems with Funding

It was moved by L. Orban, seconded by I. Thompson: That the report "*Problems with Funding of The Hamilton-Wentworth District School Board*" be approved and that a letter, along with a copy of the report, be sent to Premier-Elect Ernie Eves, the Minister of Education and Minister of Finance requesting that the benchmarks in the funding formula be updated to reflect 2002 figures.

II MONITORING ITEMS

The following reports were presented:

Program

8. Year 2 Student Transitional Education Program (S.T.E.P.)

A report on Year 2 Implementation of S.T.E.P. (Grade 8 to 9 Summer School) was presented.

9. Parent Brochures related to the Growing and Development Curriculum Support Package

Parent brochures have been developed by Public Health under the direction of the Sexual Health Network to be distributed to parents of Grade 5 to 8 students who are being instructed in the Growth and Development section of the Healthy Living strand of the Health and Physical Education Ontario Curriculum.

E. Johnstone requested that Clause 10. in the April 8 Report be voted on separately.
To Clause 10., CARRIED. 7 in favour, 4 opposed.

To the rest of the April 8 report, CARRIED UNANIMOUSLY.

Speaking to the April 15 report, E. Johnstone noted that she had not seconded the motion in Clause 5. (b). W. Marston asked that the Report be amended to show that he had seconded the motion.

The Chair asked for the members agreement to amend Clause 5. (b) accordingly and it was CARRIED UNANIMOUSLY.

R. Mulholland requested Clauses 5. (a) and (b) and Clauses 6. (a) and (b) be voted on separately.

To 5. (a) CARRIED. 8 in favour, 3 opposed.

To 5. (b) CARRIED. 7 in favour, 4 opposed.

To Clause 6 (a), CARRIED. 6 in favour, 3 opposed, 2 abstentions.

Trustees Bishop, Peddle and Barlow requested to be recorded as having voted in opposition.

To Clause 6. (b), CARRIED. 6 in favour, 3 opposed and 2 abstentions.

Trustees Bishop, Peddle and Barlow requested to be recorded as having voted in opposition.

To the rest of the April 15 report, CARRIED UNANIMOUSLY

7. Notice of Motion re Purchase of Site in Waterdown

It was moved by R. Woodworth, seconded by I. Thompson: That the Board immediately pursue the possible purchase of a site of about 15 acres in the Waterdown area that would accommodate a secondary and elementary school to be built in the future.

R. Woodworth pointed out that this motion was a long-term solution for Waterdown's accommodation problems as the Board does not own a site in that area. It does not, however, address the critical short term problems.

W. Hicks questioned the protocol of the trustees directing the purchase of a site.

D. Grant responded that administration has not investigated a site acquisition in Waterdown.

D. Grant concurred that there is no policy per se on acquiring school sites; however, there are guidelines administration would reference in the search for a prospective location - the growth and development projections in the Waterdown area, population trends, municipal planning cycle, and other factors to guide in the search for a prospective location. If the motion was adopted, the officials would take action accordingly.

In supporting the motion, B. Wallace noted the words "possible purchase" as sufficient safeguard for both the Board and the officials.

R. Mulholland suggested exploring a couple of sites of 8 acres rather than looking for a 15 acre site might be more appropriate. He asked if the intent is to provide a site or sites to meet the needs of the students.

R. Woodworth responded the motion was not intended to tie administration's hands and that there was leeway for a recommendation back for two sites if that was what the officials felt was best. He offered that 15 acres seemed to work for the A. A. Greenleaf School and he felt such a piece of property would be a good site for an elementary school to accommodate walkers as well as a secondary school.

J. Bishop concurred that the motion as worded allowed a report to come back indicating what was possible and whether 15 acres was feasible or not.

R. Woodworth noted he had no difficulty in changing the wording in the motion to reflect the debate.

It was moved in amendment by R. Mulholland, seconded by B. Wallace: That the Board immediately pursue the possible purchase of 15 acre site or sites in the Waterdown area that would accommodate a secondary and elementary school to be built in the future

L. Orban supported the intent of the motion to look for land for expansion but suggested the Board proceed with caution in favour of a careful study of the area.

L. Peddle questioned the motion in light of the normal planning process of identify land with the City where land is set aside for schools in consultation with the local school boards. She asked if the planning process has evolved in this area?

D. Grant noted his earlier reference to the to municipal planning process. As housing development expands into the rural areas, land is designated for public school purposes. However, the designation of land does not mean the school board owns that lands, rather it puts a hold put on that area until such time as school board acquires the land. He noted that often pressure is placed on school boards to remove the hold or to acquire the land. He added that, at this point in time, he did not have the details available in terms of lands across the outer reaches of Waterdown and he was not sure to what extent the lands have or have not been designated for public school purposes. He confirmed that the Board does not own any vacant lands out in the Waterdown area that would be suitable for future construction of schools.

L. Peddle suggested that, at this point, the planning process is not mature enough to identify lands the Board would want to pursue and questioned how the motion would benefit the Board.

R. Woodworth noted he had had some discussion with the local counsel in Waterdown. The reason for the motion at this time is because the planning process is in place but nothing has come from administration in terms of a recommendation for purchase of a site. Noting the rising costs of land in Waterdown, he wanted to see the Board take some action now and identify the land we will need.

D. Grant responded to W. Hicks' question that the trustees no longer receive a report on redundant sites. However, he noted that Accommodation is one of the Board's Strategic Directions. The goal is the identification of a long term planning process including site acquisition and site redundancy. He offered that such a report would be forthcoming to the Board within the next six months.

W. Hicks cautioned that the motion dealt with one area in isolation of the total system and other needs.

D. Grant concurred that Dewitt and Waterdown are two areas of immediate concern where site acquisition is going to be necessary.

W. Hicks stated he would not support the motion preferring to wait for a complete report from administration reflecting the system needs.

It was moved in amendment by B. Wallace, seconded by L. Orban: That the issue of purchasing school sites in the Waterdown area be referred to administration for a report back to the Board.

CARRIED UNANIMOUSLY.

8. Notice of Motion re Day of Mourning

RESOLUTION #02-72: It was moved by W. Marston, seconded by L. Peddle: That, as a mark of respect, The Hamilton-Wentworth District School Board direct all Board flags be lowered to half mast each year on April 28, the Day of Mourning for Workers Killed or Injured on the Job

CARRIED UNANIMOUSLY.

W. Marston noted that April 28 is a national day of mourning and all school boards should be lowering its flags and taking the opportunity to draw its importance to the attention of students.

L. Peddle suggested challenging other school boards across the Province to also ensure their students are aware of the significance of the day. The young working population is at the highest risk for either being killed or injured on job. She asked that the motion be circulated among other school boards in the province to encourage them to follow suit.

B. Wallace asked that OPSBA be requested to put the challenge in their Fast Reports to all Board.

W. Marston noted that if April 28 falls in a weekend the flags should be lowered on Friday and raised up on the Monday.

Following some further discussion around other dates such as the Violence Against Women (December 6) and Remembrance Day (November 11) and other reasons for lowering the flag.

RESOLUTION #02-73: It was moved by R. Barlow, seconded by E. Johnstone: That a policy for flying Board flags at half mast be devised for national days of remembrance and other dates or reasons that may be appropriate and that an educational component for the students be included.
CARRIED UNANIMOUSLY

9. Trip to Edmonton District School Board

Speaking to the report attached to the agendas, B. Wallace noted that the Edmonton District School Board is considered a leader in North America relative to alternative schools. However, he suggested that the Board send only three representatives to Edmonton to visit these programs. If they return with a favourable report, perhaps a larger delegation could be considered.

RESOLUTION #02-74: It was moved by B. Wallace, seconded by R. Woodworth: that the Chair of the board, the Director of Education and one Senior Official visit the Edmonton District School board to explore and investigate their alternative education programs.

L. Orban noted that, for the record, two trips to visit alternative programs were made to the school boards in London and Toronto under the leadership of Superintendent Reid. While not objecting to an exploratory mission to see how the programs operate within the Edmonton system, she pointed to the two different Education Acts between Alberta and Ontario that impact on the offering of such programs. She hoped the report back from the smaller delegation would present the total big picture of what is going on in alternate education in Edmonton.

C. Reid responded to a question that when other representatives of the system were contacted about joining the delegation to Edmonton, it was emphasized the proposal would have to be vetted through the Board and the potential cutback to the delegation or possible cancellation of the trip. He supported the suggestion that the other stakeholders could be authorized to visit Edmonton at a later time if the Board was going to be giving serious consideration to the concept.

To the motion, CARRIED. 9 in favour, 2 opposed.

10. East Mountain School Closure Committee

RESOLUTION #02-75: It was moved by R. Woodworth, seconded by E. Johnstone:

(a) That Laura Peddle be appointed by the Board as the trustee representative on the East Mountain School Closure Committee

(b) That the Chamber of Commerce be invited to determine the non-parent ratepayer representative on the East Mountain School Closure Committee.

R. Barlow asked if it was usual practice to go to the Chamber for representatives to sit on other Committees.

D. Grant noted the precedent for this during the amalgamation process when the Local Education Improvement Commission (LEIC) sub-committees were established and the Chamber was invited to provide appointees to participate in the process. He offered that there were different ways to approach this and the recommendation in the report is one way to determine the non-parent representative.

R. Barlow asked that the clauses be voted on separately. He asked if the Chamber was aware of this direction.

D. Grant responded that the Chamber has not been contacted pending direction from the Board.

To Clause (a), CARRIED UNANIMOUSLY.

I. Thompson asked if Clause (b) contradicted the Board's school closure policy. D. Grant responded that the policy requires one non-parent rate payer to be appointed by the Board.

I. Thompson questioned whether inviting the Chamber was giving preferential treatment. The Chair reiterated that the Chamber has been asked in the past to provide a representative to sit on various committees and that administration was suggesting they be approached in this situation to facilitate the requirement of the policy.

D. Grant responded to I. Thompson's questions that when school closure committees were last formed, the non-parent representative was determined to be the non-parent representative on the school council involved. He offered the Board could do likewise for this Committee, however, he suggested that direction was in slight contravention of the wording in the school closure policy.

L. Peddle pointed out that this additional person on the committee is intended to give a different perspective to the deliberations and suggested going to the Chamber did not represent preferential treatment. She supported the motion as a step forward to involve the general public in the process.

L. Orban suggested there were other community groups that could be approached, i.e. Zonta Club or the Rotary Club. She stated she could not support the motion and believed a policy should be specific as to how this representative is sought.

It was moved in amendment by R. Barlow, seconded by W. Marston: That the motion be referred back to administration.

D. Grant pointed to the timelines of the first public meeting on May 9 and the first Committee meeting on May 16.

To the amendment, LOST. 2 in favour, 9 opposed

It was moved by W. Hicks, seconded by R. Mulholland: That the question be called.
CARRIED, 9 in favour, 2 opposed.

To the motion, CARRIED. 6 in favour, 5 opposed.

11. Rules of Order

RESOLUTION #02-76: It was moved by E. Johnstone, seconded by R. Woodworth: That the Board's Rules of Order, dated April 22, 2002, be approved as presented.
CARRIED UNANIMOUSLY.

12. School Trips

RESOLUTION #02-77: It was moved by R. Woodworth, seconded by L. Orban: That the following trip request be approved:

- a) Parkside High School, Grade 10-OAC, Educational trip to France, England and Scotland on March 5- 17, 2003; inclusive.

B. Wallace asked if the parents were aware that the trip could be cancelled if a crisis should occur.

W. Joudrie responded that Executive Council has not discussed to any great degree specific strategies for exit strategies should that be necessary.

E. Johnstone stated she could not support the motion and believed trips should be put on hold for the safety of children.

W. Marston supported the motion contending the school system cannot stop operating as a result of terrorism.

To the motion, CARRIED. 9 in favour, 2 opposed.

11. Student Trustee Report

G. Hillgren offered congratulations to one of the Board's students, Katie Huwie, who had just won the Zonta Club Public Affairs Award and would be representing all of Canada and competing with the Northern States.

G. Hillgren surfaced a concern from the President's Council about the cancellation of the grad night at Wonderland and the lack of involvement the students had in the decision. The students cannot attend if the Board does not sponsor the trip and he asked what the concerns or reasons were for the cancellation.

W. Joudrie noted this was discussed at an Executive Council meeting a number of weeks ago. It was determined that Executive Council was not comfortable with the safety provisions for an overnight graduation party at Wonderland in view of the number of students who would be there and the opportunity for injury. He added that this is a Level 2 trip that needs to be signed off by the Superintendent for approval. Only level 3 trips come to the Board for approval.

R. Barlow asked what had caused the concern this year if there were no concerns around this event in past years.

W. Joudrie responded that the event had never been an item for debate at Executive Council in past years and when it was brought to their attention this year, they determined the risks were significant and could not support participation in something with that level of risk.

G. Hillgren confirmed that this was an overnight event with the students leaving the park to go home around 4-5 a.m. He added that security checks occur as students arrive at the park.

I. Thompson recalled he had attended this event 9 years ago and asked if it was possible to have a consent form waiving board's liability that would allow the students to attend.

W. Joudrie did not believe a waiver was possible. While he was not aware of any problems with this event in past years, it was the potential of problems that Executive Council recognized this year. While no parental concerns have been expressed, they felt there were sufficient inherent risks in sanctioning students for an overnight event in a large and difficult to supervise area.

B. Wallace pointed out that this was an administrative decision by the officials and was not one for the Board by virtue of policy. He supported the caution of Executive Council.

13. Chairs Report

see notes

14. O.P.S.B.A. Report

R. Woodworth reported that OPSBA is pursuing the proposed amendments to the Immigration Protection Act regarding the integration of refugees where by the student authorized study permits have been eliminated.

B. Wallace encouraged trustees to register for the annual general meeting in June.

14. Notice of Motion

Nil.

15. CORRESPONDENCE

RESOLUTION #02-78: It was moved by R. Barlow, seconded by L. Orban: That the following correspondence be referred to the Committee of the Whole

- Resolution from Waterloo Region DSB re returning environmental education to the curriculum.

CARRIED UNANIMOUSLY

RESOLUTION #02-79: It was moved by E. Johnstone, seconded by W. Marston: That the following correspondence be received and filed:

- Response from the Minister of Finance, Paul Martin, re GST

CARRIED UNANIMOUSLY.

RESOLUTION #02-80: It was moved by L. Orban, seconded by R. Woodworth: That the following correspondence be received and filed:

- Minister of Finance, James Flaherty, re appreciation for consultation

CARRIED UNANIMOUSLY.

16. Distribution

Nil.

17. Public Questions for clarification

Nil.

The meeting recessed for an in-camera session and reconvened at 10:05 p.m.

18. Incamera Session Report

RESOLUTION #02-81: It was moved by R. Woolworth, seconded by I. Thompson:
That the Report of the Board in-camera session be adopted as follows:

C.-1 Reports of the Incamera Committee of the Whole

1. Motion as adopted.
2. Motion as adopted.
3. Motion as adopted.

C.-2 Report of the Ad Hoc Interview Committee

It was moved by R. Woodworth, seconded by B. Wallace: That Damian Borrelli be appointed to the position of Executive Officer, Human Resources, effective June 3, 2002

- C.-3 Motion as adopted.
C.-4 Motion as adopted
C.-5 Motion as adopted.

CARRIED.

The meeting then adjourned at 10:06 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Open Session of the Special Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on May 6, 2002.

Those present:

Judith Bishop, Chair

Robert Barlow

Wes Hicks

Eleanor Johnstone

Wayne Marston

Ray Mulholland

Lillian Orban

Laura Peddle

Ian Thompson

Bruce Wallace

Reg Woodworth, Vice-Chair

In attendance:

Merv Matier, Director of Education and Secretary

Marguerite Botting, Superintendent of Student Services

Nora Campbell, Superintendent of Education

Krys Croxall, Superintendent of Program and Assessment

Don Grant, Superintendent of Finance and Treasurer

Wayne Joudrie, Superintendent of Education

John Laverty, Superintendent of Education

Chuck Reid, Superintendent of Education

Dev Tyagi, Controller of Plant Services

Jim Wibberley, Superintendent of Education

The Chair called the meeting to order at 8:47 p.m.

2. Approval of Agenda

RESOLUTION # 02-82: It was moved by R. Woodworth, seconded by W. Marston:
That the agenda be approved.
CARRIED UNANIMOUSLY.

3. Special Report of the Committee of the Whole

RESOLUTION #02-83: It was moved by R. Woodworth, seconded by W. Marston:
That Clause five of the Report of the Committee of the Whole dated May 6, 2002 be adopted as follows:

5. New Elementary School on Templemead Drive

(a) It was moved by L. Peddle, seconded by W. Marston: **That the Board approve a total project budget for the new elementary school on Templemead road of \$8,400,000 to be funded from the Capital Reserves Funds.**

(b) **That the Board approve a contract with G.S. Wark Limited as the General Contractor for the construction fo a new elementary school on Templemead Road at a cost of \$7,349,000 (before GST) conditional upon building permit approval and finalization of day care costs with the Umbrella Board.**

The meeting recessed for an in-camera session and reconvened at 9:10 p.m.

4. Report of the In-Camera Session

RESOLUTION #02-84: It was moved by R. Woodworth, seconded by W. Marston: That the Report of the Board in-camera session be adopted as follows:

C.-1 Special Report of the Committee of the Whole

1. Motion as adopted.

Resource Allocation

2. Principal/Vice-Principal Salaries

It was moved by B. Wallace, seconded by W. Marston: That the Principals and Vice-Principals be compensated in accordance with the Board approved Salary Protocol as presented May 6, 2002.

CARRIED UNANIMOUSLY.

The meeting then adjourned at 9:15 p.m.

kc

ACTION ITEMS

REGULAR BOARD
May 27, 2002

CITY OF HAMILTONPUBLIC LIBRARY BOARDTRUSTEE REPORTIntroductions

Glen Whitwell
Anita Culley

Amaigamation Issues

Automation
Hours
Staffing
Budget

Facility Situations

Central
Stoney Creek
Locke Street
Picton

Programming

Pre-School
Children
Teens

REPORT OF THE COMMITTEE OF THE WHOLE
MAY 6, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated May 6, 2002 be adopted.

DELEGATION

1. French Immersion in Waterdown

It was moved by R. Mulholland, seconded by I. Thompson: That the French Immersion in Waterdown delegation be referred to Senior Officials.

CARRIED UNANIMOUSLY.

I ACTION ITEMS

Program

2. Resolution from Waterloo Region DSB re returning environmental education to the curriculum

It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the environmental initiatives of the Waterloo Region District School Board.

CARRIED UNANIMOUSLY.

Human Resources

3. Verbal Report re Four-Man Painting Team

It was moved by R. Mulholland, seconded by I. Thompson: That the Board continue utilizing the four-man painting team.

CARRIED, 9 in favour, 1 abstention.

Relationships

4. Child Care Policy

It was moved by J. Bishop, seconded by W. Marston: That a committee will be struck to develop a draft Child Care Policy.

CARRIED, 7 in favour, 2 abstentions.

5. Volunteer Policy

It was moved by R. Barlow, seconded by J. Bishop: That the Volunteer Policy Development Committee: Status Report and Update be received for information.

CARRIED UNANIMOUSLY.

II MONITORING ITEMS

The following report was presented:

Human Resources

6. Staffing Report – Full-Time Equivalent Positions

The number of full-time equivalent positions in place for the Board as of April 30, 2002 is consistent with the number anticipated.

The following motion was lost at the May 6, 2002 Committee of the Whole:

I ACTION ITEMS

Program

2. Alternative Education

It was moved by E. Johnstone, seconded by B. Wallace: That the Hamilton Alternative Program (An innovative community-based program rich in the arts and global education) be approved as a pilot project for the 2002-2003 school year. The program must not exceed 100 students in its pilot stage. A review of the pilot will be provided to the Board by May 2003. At the May 2003 meeting of the Board, a decision will be made on the continuation of the program as outlined in the '*Alternative Program Decision-Making Protocol*' of the Board.

Recorded vote: LOST. 5 in favour, 4 opposed

Those in favour: B. Wallace, E. Johnstone, L. Peddle, R. Woodworth, J. Bishop

Those opposed: W. Marston, W. Hicks, L. Orban, R. Barlow, R. Mulholland

Abstentions: I. Thompson

REPORT OF THE COMMITTEE OF THE WHOLE
MAY 13, 2002

Moved by _____, seconded by _____: That the Report of the Meeting of the Committee of the Whole dated May 13, 2002 be adopted.

I ACTION ITEMS

Program

1. EQAO System Action Plans

It was moved by E. Johnstone, seconded by W. Marston:

- (a) That The Hamilton-Wentworth District School Board approve the Grade 3 and Grade 6 EQAO System Action Plan for Reading, Writing and Mathematics.
- (b) That The Hamilton-Wentworth District School Board approve the Grade 9 EQAO System Action Plan for Mathematics.

CARRIED UNANIMOUSLY.

Resource Allocation

2. Co-op Staffing

- (a) It was moved by R. Mulholland: That the following motion be tabled:

It was moved by L. Peddle, seconded by J. Bishop: That the issue of Co-op Staffing be referred to administration and that a report be brought back when appropriate.

CARRIED, 5 in favour, 4 opposed, 1 abstention

3. Background Report: Teacher Staffing

It was moved by L. Orban, seconded by B. Wallace: That the Background Report: Teacher Staffing be distributed to significant system partners, including the parents.

CARRIED UNANIMOUSLY.

Relationships

4. Correspondence from Glenwood School re DARTS Transportation

It was moved by J. Bishop, seconded by W. Marston: That the Board write to City Council expressing concerns about rescinding DARTS transportation for ambulatory people with disabilities.

CARRIED, 8 in favour, 1 abstention

II MONITORING ITEMS

The following reports were presented:

Resource Allocation

5. Enrolment Summary – March 31, 2002

Elementary and secondary enrolment summaries as of March 31, 2002 were included in this report.

6. 2001/2002 Average Class Size Report - Secondary

The Hamilton-Wentworth District School Board is in compliance with Ministry secondary average class size requirements in 2001/2002.

7. 2001/2002 Financial Report – March 31, 2002

Budget to actual trends that have been identified to date were outlined in the report.

III INFORMATION ITEMS:

The following reports were presented:

8. Presentation on School Accountability Portfolio

A brief synopsis of the School Accountability Portfolio draft resource document was attached to the report.

9. Presentation on Executive Council Structure

The new structure reflects a re-alignment of leadership to address changing priorities in the education system.

#9

**REPORT OF
THE SPECIAL EDUCATION ADVISORY COMMITTEE
APRIL 24, 2002**

Moved by _____, seconded by _____: That the Report of the Special Education Advisory Committee dated April 24, 2002 be approved.
--

1. Alternative Diploma

It was moved by J. Bishop: That SEAC strongly endorse the concept of District School Board Diploma for Employment and District School Board Graduation Certificate.

CARRIED UNANIMOUSLY.

2. Problems with Funding/Special Education Budget

It was moved by R. Belch, seconded by R. Peters:

SEAC wishes to offer its support to The Hamilton-Wentworth District School Board in their struggle to provide the required services for its students. The funding model for this district has proven to be an outstanding failure. The inappropriate funding benchmarks have resulted in large waiting times for the Identification, Placement and Review Committee (IPRC) process, long waiting lists for assessments, services and placement in a special class, larger self-contained classes, inadequate Educational Assistant (EA) allocations and resource support for students with mild and moderate needs not being addressed.

We therefore move, That the Ministry of Education fund The Hamilton-Wentworth District School Board's salaries and benefits and other expenditure benchmarks to reflect current realities.

CARRIED UNANIMOUSLY

#10

May 27, 2002

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: STUDENT TRUSTEE, 2002-2003

Recommended Action:

It was moved by _____, seconded by _____ that Derina Man
a student at Westmount Secondary School, be appointed to the position of Student Trustee
for the school year 2002-2003, in accordance with the Student Trustee Policy.

There was one application submitted for the position of Student Trustee. Under the direction of Bill Cook, a retired secondary school teacher who is working with the Student Council Presidents this year, it is their recommendation that the above student be appointed the student trustee for the coming school year.

May 27, 2002

To the Trustees

From: Judith Bishop, Chair

Re: Meeting dates – September, October and December, 2002

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That the Board approve the following meeting schedule for the months of September, October and December, 2002:

September, 2002

- ~~Committee of the Whole – Monday, September 2~~ (cancelled) *Labour Day*
- Committee of the Whole – Monday, September 9
- *Committee of the Whole – Monday, September 23 - new*
- *Board – Monday, September 30 - new*

October, 2002

- Committee of the Whole – Monday, October 7
- ~~Committee of the Whole – Monday, October 14~~ (cancelled) *Thanksgiving Day*
- *Committee of the Whole – Monday, October 21 (new)*
- Board – Monday, October 28

December, 2002

- Initial Meeting of the 2003 Board – Monday, December 2
- Committee of the Whole – Monday, December 9
- ~~Committee of the Whole – Monday, December 16~~ (cancelled for Board meeting)
- *Board – Monday, December 16 (new)*

Rationale - Please see attached calenders.

September:

The first meeting of the Committee of the Whole in September 2002 falls on Labour Day.

The second meeting of the Committee of the Whole is being recommended for Monday, September 23 rather than Monday, September 16 out of respect for Yom Kippur.

With the latter recommendation, the September Board meeting could be re-scheduled to Monday, September 30.

October

The second meeting of the Committee of the Whole in October falls on Thanksgiving Day.

Therefore, the recommendation to move the second meeting of the Committee of the Whole to Monday, October 21 and the October meeting of the Board to Monday, October 28.

November – no change to the regular meeting schedule

December

Only one meeting of the Committee of the Whole is being recommended in light of the Initial Meeting of the 2003 Board on the first Monday (December 2) and the need to move the Board meeting ahead one week to Monday, December 16 (re-scheduled from Monday, December 23).

A special meeting of the Committee of the Whole could be convened if required.

September 2002

11-1

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 LABOUR DAY	3	4	5	6	7
8	9 Committee of the Whole 6:30 p.	10 Joint Advisory Committee 7:00 p.	11	12	13	14
15	16 Yom Kippur	17	18	19	20	21
22	23 Committee of the Whole 6:30 p	24	25 Special Education Advisory Committee 7:00 p.	26	27	28
29	30 Board 6:30 p.					

October 2002

11-2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 Committee of the Whole 6:30 p.	8 Joint Advisory Committee 7:00 p.	9	10	11	12
13	14 THANKSGIVING	15	16	17	18	19
20	21 Committee of the Whole 6:30 p.	22	23	24	25	26
27	28 Board 6:30 p.	29	30 Special Education Advisory Committee 7:00 p.	31		

November 2002

11-3

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Committee of the Whole 6:30 p	5	6	7	8	9
10	11 Committee of the Whole 6:30 p	12 Joint Advisory Committee 6:30 p.	13	14	15	16
17	18	19	20	21	22	23
24	25 Board 6:30 p.	26	27 Special Education Advisory Committee 7:00 p.	28	29	30

December 2002

11-4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 INITIAL MEETING	3	4	5	6	7
8	9 Committee of the Whole 6:30 p	10 Joint Advisory Committee 7:00 p.	11	12	13	14
15	16 Board 6:30 p.	17	18 Special Education Advisory Committee 7:00 p.	19	20	21
22	23	24	25 CHRISTMAS DAY	26	27	28
29	30	31				

#12

2002 05 27

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the following trip requests be approved:

- a) Ancaster High School, Grades 9-OAC, Sports/Educational trip to London, England on March 7- 17, 2003; inclusive.
- b) Ancaster High School, Grades 9-OAC and Adults, Arts/History trip to Italy, France and Monaco on March 7-18, 2003, inclusive.
- c) Parkside High School, Grades 10-12, Educational trip to France on February 28-March 14, 2003, inclusive.
- d) Sherwood Secondary School, Grades 11-OAC, Arts/History trip to Spain, Monaco and Italy on March 8-18, 2003, inclusive.
- e) Westdale Secondary School, Grades 10-OAC, Sports trip to Ohio, U.S.A. on September 5-7, 2002, inclusive.

Rationale:

As per policy.

rt

LIZ SANDALS
President



GAIL ANDERSON
Executive Director

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

- ACTION REQUESTED -

TO: MEMBER BOARD CHAIRS and TRUSTEES
MEMBER BOARD DIRECTORS and ALTERNATE DIRECTORS
MEMBER BOARD VOTING DELEGATES and ALTERNATE VOTING DELEGATES

FROM: Gail Anderson, Executive Director

DATE: April 26, 2002

RE: CALL FOR TRUSTEE NOMINATIONS & CONFIRMATION OF BOARD APPOINTEES

OPSBA will hold its 2002 Annual General Meeting and elections on Friday, June 14 at the Holiday Inn Waterfront, in Sault Ste. Marie. We thank the Northern Region for hosting this year's exciting event.

At the Annual General Meeting, and Regional Meetings which will also take place, the members of the Association will:

- ✓ Elect a President
- ✓ Elect a First Vice-President
- ✓ Elect a Second Vice-President
- ✓ Elect Regional Vice-Presidents and Vice-Chairs
- ✓ Confirm the board-appointed members on Board of Directors as well as the alternate members for each district school board
- ✓ Choose a school authorities' representative to Board of Directors
- ✓ Confirm the Section 68 treatment/school authorities' representative to Board of Directors
- ✓ Appoint or elect members and alternate members to the Education Program and Policy Development Core Issue Work Groups by each Regional Council

In preparation for these meetings, member boards are requested to confirm the following:

1. Voting Delegate and Alternate Delegate for the General Meeting and Regional Council meetings
2. Director(s) and Alternate Director(s) to the OPSBA Board of Directors for the period June 2002 - June 2003 (next Annual General Meeting)

We have enclosed lists indicating board appointments according to our records. Please fax the confirmation form back either confirming that the information we have is correct or indicating what changes should be made.

Nomination Form:

Included in this package is a copy of the 2002 Election Nomination Form. We ask that copies of the form be circulated to trustees so that they may consider whether they are interested in running for the various positions. Nominations can be made by any trustee from a member

board in good standing. Trustees should confirm that their nominee is willing to stand for election prior to submitting the form.

Please note the following guidelines regarding eligibility:

- Executive Officer Position: any trustee from a Member Board is eligible for nomination
- Regional Vice-President: any trustee from a Member Board in the Region is eligible for nomination
- Regional Vice-Chair: any trustee within the Region who is appointed to the Board of Directors by their district school board is eligible for nomination

Also included in this package is a copy of the OPSBA Guide to Roles and Responsibilities, which outlines the duties of the OPSBA representatives. This information will be of interest to any trustee contemplating running for an elected position.

Weighted Voting at the General Meeting

Indicated below is the structure of the weight of votes according to member boards' FTE's, which is used when counting votes on any issue being dealt with at an annual or general meeting of the Association. The weighted votes have been worked out based on the most recent FTE enrolment figures available from the Ministry of Education for each Member Board.

The Weighted Voting Structure:

School Authorities:	1 vote per school authority
District School Boards with pupil enrolment of:	
• up to 10,000	2 votes
• 10,001 - 25,000	3 votes
• 25,001 - 50,000	4 votes
• 50,001 - 75,000	5 votes
• 75,001 - 110,000	6 votes
• 110,001 - 200,000	7 votes
• over 200,000	8 votes

Here is a summary of the information contained in this package:

1. Nomination Form
2. OPSBA Guide to Roles and Responsibilities
3. Confirmation of board appointments form (see #4 & 5 below) - to be returned by May 17, 2002
4. Current list of Voting Delegates and Alternates
5. Current list of Board of Directors Members & Alternates
6. Chart indicating number of Directors per board & weighted vote value for your information

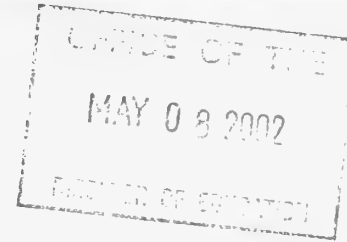
Please do not hesitate to call Florenda Tingle, Executive Coordinator or Gail Anderson, Executive Director if you have any questions at 1(800) 268-5194, or (416) 340-2540 or e-mail ftingle@opsba.org or ganderson@opsba.org

Please submit confirmation and any election nomination forms by **Friday, May 17th**.

C O R R E S P O N D E N C E

REGULAR BOARD
May 27, 2002

April 23, 2002



Corporate Office

Box 420
300 County Road 36
Lindsay, ON
K9V 4S4
T 705-324-6776
F 705-328-2036

The Honourable Elizabeth Witmer
Minister of Education
22nd Floor, Mowat Block
Queen's Park
Toronto, ON M7A 1L2

Dear Minister Witmer:

Trillium Lakelands District School Board is calling upon you, as Minister, and the Provincial Cabinet to amend its funding formula for Boards of Education as it applies to schools with enrolments below 360 students. The Trustees of Trillium Lakelands District School Board encourage a revision for the purposes of providing an equitable education for all students.

Trillium Lakelands DSB encompasses an extensive geographic area and contains several schools with fewer than 360 students. As a result of the current funding formula, these schools do not qualify to have a full-time Principal, nor do they qualify to receive appropriate school secretarial support in order to ensure the safety and well-being of students. It is in the best interest of our students that we respectfully request amendments that ensure equitable conditions for all.

At the regular monthly Board meeting held on Tuesday, March 26, 2002, the Trillium Lakelands District School Board approved the following motion:

"Whereas a large segment of Ontario is rural and has schools with populations under the government model of 363.64 students;

And whereas it is neither prudent or fiscally responsible to close these schools;

Be it resolved that Trillium Lakelands District School Board petition the government of Ontario and the Minister of Education to amend the funding formula in order to recognize the needs of schools with less than 360 students in order that they will have access to a safe and equitable education."

Haliburton Office

P.O. Box 507
Haliburton, ON
K0M 1S0
T 705-457-1980
F 705-457-3040

Bracebridge Office

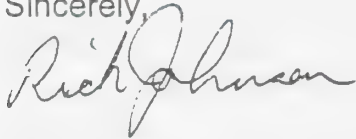
76 Pine Street
Bracebridge, ON
P1L 1N4
T 705-645-8704
F 705-645-8452

17(a)-1

We remain committed to our belief that all children are deserving of a quality education. Programs, services, and staffing must not be compromised because of institution size and enrolment.

We respectfully request a response to our concern.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rick Johnson".

Rick Johnson
Chairperson

cc: Norm Miller, MPP
Chris Hodgson, MPP
OPSBA
Gerard Kennedy, Liberal Education Critic
Rosario Marchese, NDP Education Critic
Ontario School Boards



THE
DURHAM
DISTRICT
SCHOOL
BOARD

400 Taunton Road East
Whitby, Ontario
L1R 2K6

Telephone: (905) 666-5500
Fax: (905) 666-6474

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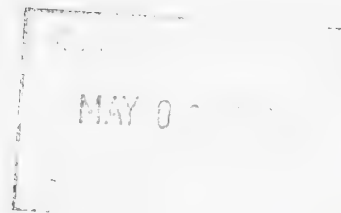
In recognition of
continued success,
achieved through the
development of a
school system
dedicated to the
improvement of quality
and offering optimal
freedom of organization
to the individual
schools, thus enabling
students to develop to
their full potential.

#17(b)

Ent

April 23, 2002

The Honourable Elizabeth Witmer
Minister of Education
Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2



Dear Minister Witmer:

At the April 15, 2002 meeting of the Durham District School Board, the following motion of the Waterloo Region District School Board was supported by the Board:

"Whereas the results of the Grade 9 Math Assessment, administered by the Education Quality and Assessment Office (EQAO), and the results of all other EQAO assessments, are only valuable to students, teachers and school boards if individual student results are distributed to schools in a timely manner to enable students to benefit from remedial help, as required; and

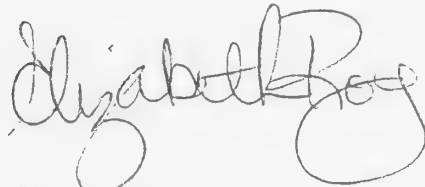
Whereas the Minister of Education has placed emphasis on the quality of education and student achievement;

Be it resolved that the Board Chairperson send a letter to the Minister of Education and EQAO expressing concern and frustration with the delayed release of assessment results, and requesting that immediate action be taken to improve EQAO's processing of results so that assessments become a more meaningful exercise to the students of Ontario; and

That copies of this letter be sent to the Ontario Public School Boards' Association and other school boards in Ontario."

The Durham District School Board also expressed grave concern with the Province's applied math curriculum. The Ministry was requested to undertake a review of the Grade 9 applied math in particular. The Ministry was also requested to revisit K-12 mathematics in order to ensure a more

consistent developmental continuum in skills and knowledge, and that they support and facilitate teacher in-service sessions for teaching, assessing and evaluating in the Applied Stream, particularly mathematics. We requested that the number of expectations be re-examined and essential math learnings be highlighted.

A handwritten signature in cursive script, appearing to read "Elizabeth Roy".

Elizabeth Roy
Chair of the Board

cc: MPP's
OPSBA
District School Boards



#17(c)

Windsor-Essex Catholic District School Board

1485 Janette Avenue, Windsor, Ontario, N8X 1Z2

Tel: (519) 253-2481

Fax: (519) 253-4819 (Director's Office)
Fax: (519) 253-0620 (Superintendent's Office)

Fax: (519) 253-8397 (Administration)
Fax: (519) 253-3198 (Human Resources/Payroll)

Michael B. Moher, Director of Education

Fred E. Alexander, Chairperson

April 25, 2002

The Hon. Ernie Eves, Premier
Government of Ontario
Queen's Park
Toronto, Ontario
M7A 1A1

Dear Mr. Eves,

This is to advise that the Windsor-Essex Catholic District School Board adopted the following resolution:

"Whereas school boards in Ontario are on government controlled fixed incomes and are vulnerable to any electricity cost increases;

Whereas the environmental and distribution issues have a significant impact:

Therefore, be it resolved that the Board support the Ontario Electrical Coalition resolution to delay hydro deregulation in Ontario".

This Board shares concerns regarding the impact of deregulation on the School Board's limited operations funding envelope.

Sincerely,

Michael B. Moher
Director of Education

c.c. Ontario Electricity Coalition
Ontario School Boards
O.C.S.T.A.
M.P.P.'s S. Pupatello, D. Duncan, B. Crozier, P. Hoy

#17(d)



Halton District School Board

D.L. Papke, Ed.D., Director of Education

F. Gardiner, Chair of the Board

May 23, 2002

Ontario Public School Boards

Dear Board Chair:

The following motions were approved by the Halton District School Board at its regular meeting of Wednesday, May 22, 2002.

It is presented here for your Board's consideration. Should your Board approve this or a similar motion, please forward a copy of the action taken to the attention of Ethel Gardiner, Chair, Halton District School Board, 2050 Guelph Line, Burlington, Ontario L7R 3Z2.

Be it resolved that the Halton District School Board request that as part of the announced review of the funding formula, that an expert panel to include the Ontario Public School Boards' Association, the Ontario Student Trustees' Association, the Council of Ontario Directors of Education, Council of Ontario School Business Officials, and parents be established to assist with this review.

Be it resolved that the Halton District School Board request the Minister hold public hearings around the province so that she can understand the impact that the current funding formula has had on students, parents, schools and school boards in diverse communities across the province.

Be it resolved that for the next school year, while the government is reviewing the funding formula, boards be allotted funds equal to the amount they actually spent last year, plus funding for salary, inflation, and enrolment increases, so boards will not be forced to make any more cuts or further deplete their resources in order to accomplish a balanced budget.

Thank you for your consideration.

Sincerely,

Ethel Gardiner
Chair
Halton District School Board

RECEIVED VIA E-MAIL
May 27, 2002

> To : Merv Matier, Secretary and Director of the Board
Trustees and Superintendants

>

>Thank you for giving us the chance to bring some **new information** to you tonight and review some issues that were brought forward at the last meeting.

>

>

>

>Tonight our main objective is not to redo our past presentation, but to initiate the need for a hasty and **immediate action**. We would like decisions to be made about the recommendations for the FI program in order to address the **needs of the 30 parents whose children are interested in attending the FI program in Waterdown / Flamborough in Sept. 2002**

>

>At the last meeting, the following points were brought to your attention.

>We would just like to reiterate these points quickly and stress the

>importance of **addressing these issues in an urgent manner in order to meet the needs for a Sept. start..**

>

>

>

>I. **Twenty-five parents** have already called in from Mary Hopkins, and **five students from the other Waterdown schools**. To date, there has still been no formal mention through any of the Flamborough schools, yet **25 of the approx. 65** students that would attend the SK program at Mary Hopkins in Sept. have already expressed interest in French Immersion over the English program. These parents are **immensely interested** in their children's welfare. If this program does not run in Sept, there are **no other opportunities** for parents to enrol their children in FI that are feasible. It is **now or never** for them, and they are very concerned. It is an important and emotional issue for them and they would like the program to occur in Sept.

>

> These were the following recommendations made at the last delegation. To date, **we are not aware of any action** taken to initiate these recommendations. To date, we have not had any response from our previous delegation on May 6, 2002.

>

>

> Recommendations A: We would like an **urgent information letter**(see recommendation C below) forwarded to the parents guardians of pupils currently **attending JK and SK at Mary Hopkins or in all public schools in Flamborough/Waterdown** informing them of the possibility that FI would be available in the Waterdown /Flamborough area should numbers warrant it, in **May 2002**.

>

> .

>Recommendation B : Information sheet to be forwarded by Council or Senior Administration with **replies and numbers returned by June 7, 2002** .

We had previously attached examples.>

>**Fact II.** The issue of the date of birth being questioned, is no longer an issue. The dates of birth have confirmed to be **correct** for perspective students.

>

> **Fact III.** Early identification of FI numbers with surveys given in **Sept. for JK/SK staggered entry.. for Sept. 2003**

>

>

>Recommendation A: In Sept. 2002,(and each Sept. thereafter)when JK/SK students have staggered entry into school, have a **survey available** that informs parents that a FI program may be available in the community. At

>this time, they can fill out the survey to show interest, and give the board an **early idea of numbers for the following years**. In this way, programs will continue to be **viable**, and numbers are available almost 1 year in

>advance. Future projections are made much easier with basic numbers available.

>

>**Fact IV.**

> >Waterdown/Flamborough is a **growing community** of young families. As the population continues to increase, with these growing numbers, the interest can only improve.. Surveys are being built on both sides. The demand for FI will only increase, and therefore bring **more revenue** to the board with more students attending.

>

>

>**Fact V.**

>As one of the trustees mentioned at the last meeting, this is a "**positive**" **problem. But we need to address it immediately so parents know what will happen in Sept.** And we should focus on the fact that **resources are existing** and will not need to be purchased. As well, experienced **FI teachers should be**

>**available** as other schools are closing programs.

>

>

>**Fact VI. Fiscal Benefits of FI** in Waterdown/Flamborough would be the following : On April 22, a member of CPF, Canadian Parents for French reported that each student in FI would bring approx. \$325 per year to the

>school. If 25 students were to continue in FI for 9 years, this would bring\$ **73 125.00 to the**

Waterdown/Flamborough schools . There are already **30** **students that have expressed an interest for a Sept. 2002 start**. It would be a shame to **lose this funding** if we do not act **immediately**.

>

>Recommendation: Revisit the option of opening a FI program in Flamborough in **Sept. 2002 immediately** and **inform parents** of this decision in order to plan effectively for their children's education.

>

>

>>**Fact VII.** Ms. Kroxall indicated at the last meeting, that senior administration was not in favour of the in-catchment model. However, there are **30** **students already interested in the**

FI program with no formal publicity from the board. Parents are willing to transport their children to any school in Waterdown. At present they may live as close as two blocks away from the other catchment areas. If Senior administration wishes to keep the in-catchment model, perhaps a waiting list from other catchment areas could be made, to a max . of 30 students . For example, if 25 students are interested at Mary Hopkins, and 5 students are interested at Guy Brown and Allan Greenleaf, these 5 would be allowed at Mary Hopkins as long as parents are willing to transport them. Therefore, the program will be kept viable, regardless of the catchment interest. In this way addressing the senior administration concerns.

>

> We would like to thank you for giving us the chance to inform you tonight. In closing, we would like you to consider the following things:

1) There is already a **significant interest in the FI program** without formal publicity from the board. 2) **Parents want this program** and many are **willing to drive to another school in the community**. 3) Waterdown is a **growing community** that is not stagnant. Desire for the FI program can only grow. 4) **Resources could potentially be shared** with those schools whose programs are closing. 5) **Proactive evaluation of the FI program** will sustain viability and allow for better planning. 6) Funding of FI programs will bring over **73 000 in increased revenue to the community schools**. 7) Revisit a **revised in-catchment model** or consider magnet school model.

>

>

> We ask that you consider the following and **recommend**:

1) make a decision tonight that parents have the opportunity to have FI in the Flamborough/Waterdown area)that 1 staff member be hired by contacting FI consultant immediately when decision is made.

3) **survey/letter be sent to all schools in the community to inform parents and receive specific numbers of interested parents for Sept. 2002.**

4) Put procedures in place for Sept. to **inform JK/SK at staggered entry** that program may be in place for following Sept, and ask for survey to be completed upon entry into program, to have numbers available by the end of October.

5) Senior Administration **review adjusted in-catchment model**

6) inform us of decisions made as soon as possible, if not made tonight.

7) **please bring the FI program to the Waterdown/Flamborough area now.**

>

>>

> We thank you for your time and appreciate the time already spent by the many principals, Claudette Sims, the French Consultant , superintendants and trustees. As budget restrictions diminish funding, this is one way to bring

> **extra monies to our schools**. Please consider this again. Thank you. Should you have questions, we are available tonight or please call us.

Rajani RaoPeters

Grace Kalil

#19

From: Judith Bishop <ibishop@hwdsb.on.ca>
To:
Sent: Tuesday, May 14, 2002 9:38 AM
Subject: Fw: 123 Class at Lynden School

Please add this to correspondence for the Board.

----- Original Message -----

From: Robert Tziougras
To: Merve Matier
Cc: Wayne Marston ; Wes Hicks ; Ray Mulholland ; Robert Barlow ; Bruce Wallace ; Mr. Grant ; Eleanor Johnstone ; Ian Thompson ; Judith Bishop ; Ken Bain ; Lillian Orban ; Laura Peddle ; Merve Matier
Sent: Sunday, May 05, 2002 11:49 AM
Subject: 123 Class at Lynden School

Dear Mr. Matier,

This letter is addressed to you as Secretary of the Board to ensure that it is distributed to all trustees.

We in Lynden have heard rumours that next year there will be a grade 1/2/3 split. This is completely unacceptable, for both teachers and students. Already the teachers are overloaded and overextended. If indeed the school loses yet another .4 staff, the situation becomes even worse.

In addition, the school boundaries committee studying catchment areas has not, to my knowledge, given any opportunity for local input by individual schools. We were assured last year that we would have such an opportunity. If our catchment area - greatly reduced several years ago - is to remain the same, then why is it not being enforced? How is Lynden School expected to keep up enrolment when there is no commitment on the part of the Superintendent or the principal to encourage parents to stay within catchment?

During the last round of School closures, Lynden parents believed that Lynden was the target of systematic assault by an administration seeking closures of any Schools, especially rural. We cannot understand why the administration does not support a perfectly good School in the middle of a perfectly good village. We do not want our children in a School with a contaminated water system and/or one that will require porta-paks to house the extra enrollment. We urge the board to reaffirm the value and validity of this School. The catchment area should be extended, or at the very least enforced.

Yours Sincerely,
Robert Tziougras

5/14/02

#19(a)



Hamilton-Wentworth District School Board
100 Main Street West
Hamilton Ontario L8N 3L1

May 16, 2002

Attention: Mr. Merv. Matier,
Director of Education and Secretary of the Board

Dear Mr. Matier

With this letter I am regretfully resigning my position as Chair of the Special Education Advisory Committee, as well as the Representative for the Down Syndrome Association of Hamilton.

Due to a lack of range of placement options at the high school level and no guarantee of flexibility in a special class placement around integration possibilities, I am compelled to send my daughter to The Hamilton-Wentworth Catholic District School Board. There she will continue to receive her individualized education program while being included in a regular class placement, with the expectation that she will participate in class and school activities.

It is my opinion that that this is not a decision made on individual preference, rather one made due to system deficiencies

As The Hamilton-Wentworth District School Board is committed to providing a full range services, I trust that you will use this action to examine and rectify the lack of placement options and inflexibility at the high school level.

Sincerely

Beverley A. Pupols

Cc: Marguerite Botting, Superintendent of Instructional Services
Judith Bishop, Chair of the Board of Trustees
Eto Corcione, Principal of Special Education
Robert Peters, Vice-Chair of the Special Education Advisory Committee
Judy Colintino, President of The Down Syndrome Association of Hamilton



19(6)

Judith Bishop
Chair
Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

April 29, 2002

Dear Judith Bishop:

I am writing with an update on ETFO's position on teacher recertification.

The federation is encouraged that a number of organizations have withdrawn from the Ontario College of Teachers' list of providers of Professional Learning Program (PLP) courses, in response to the concerns expressed by teachers. It is our hope that public district school boards across the province will also take this action, joining a number of school boards in the Roman Catholic separate school system. In the meantime, we are urging the Hamilton-Wentworth District School Board to make a broad range of non-PLP courses available to teachers.

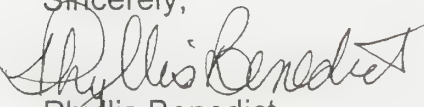
Our members are planning their summer professional development. I have written to advise them to avoid taking any course that is registered with the College as a PLP course. We have further advised our members not to be involved in the development, delivery, or evaluation of PLP courses.

As large numbers of teachers choose professional development that is not linked to recertification, the federation believes the government will be required to withdraw the legislation and allow the College to proceed with its original plan to develop a professional development framework for teachers. We are looking to the College to develop a professional development framework that respects teachers as professionals and one that teachers can support and embrace. We are asking school boards to support their teachers in their quest to pursue the professional development that meets their needs and that is not tied to recertification.

ETFO is developing a website list of professional development delivery agents that are not registered with the College. Should the Hamilton-Wentworth District School Board withdraw as a provider, the federation would be pleased to add your name to the list.

I look forward to hearing from the Hamilton-Wentworth District School Board at your earliest convenience.

Sincerely,


Phyllis Benedict
President

PJB:VM

April 26, 2002

Dear Ms. Bishop,

Just a short note to thank you for your time, effort and dedication to public education in Hamilton.

Your, "Problems with Funding of the H. W. D. S. B.," is a timely, well-researched alarm regarding our Board's future.

Hopefully, some concrete solutions will be found to these disheartening problems.

Sincerely

Ireg Rodgers - Roxborough Park Teacher

Leather Clark - Roxborough Park Teacher.

Jean Bethune - LRT

Cate Reid - teacher

Beverly Hughes - teacher

Tracy Chubb - teacher

J. Jossin - teacher

Hester Donaldson - teacher

Carma McKay - teacher

Ellen Thompson - teacher

Michelle Coughlan - teacher

Camilla Herman - teacher

Orion Claffin - teacher

A. Chastain - teacher

Todd Bell - teacher

Linda Heynie - supply teacher

Carol Kiebel - Secretary



#21

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BETH PHINNEY, M.P.
HAMILTON MOUNTAIN

OTTAWA K1A 0A6

April 23, 2002

The Honourable Paul Martin, P.C., M.P.
Minister of Finance
L'Esplanade Laurier, East Tower
140 O'Connor Street, 21st Floor
Ottawa, ON

Dear Paul,

I am writing to express my concerns over the Ministry of Finance's December 21, 2001 proposal to amend the GST/HST treatment of school boards and the school bus service expenses they incur.

I have received correspondence from both the Hamilton-Wentworth District School Board and Hamilton-Wentworth District School Board outlining their concerns about the proposed amendment. The amendment would allow school boards to claim only partial reimbursement of GST/HST paid on student transportation costs and would be retroactively applied, going back eleven years to the inception of the GST/HST.


This proposal will hurt School Boards already suffering under the weight of provincial cutbacks. The Hamilton-Wentworth Catholic District School Board estimates that a retroactive amendment could cost their School Board alone \$415,356 for the period 1991-1999. The Hamilton-Wentworth District School Board asks you to reconsider the *retroactive aspect* of this proposal, which places an unforeseen burden on current budgets.

The Federal Court of Appeals ruled in October 2001 that school busing contracts were "taxable activities" instead of "exempt activities", entitling the school boards to a 100% "input tax credit" instead of a 68% "public service body rebate". While this ruling applies directly only to the 29 Quebec School Boards involved in the challenge to the *Excise Tax Act*, it seems unfair of the Department to penalize the other Boards who did not participate in this court action, by allowing them to only claim the lower exemption rate.

I ask you to consider the full effects this proposed change would have on School Boards across the country. I also ask that you respond directly to the concerns of the School Boards in Hamilton and copy your response to me.

I look forward to hearing your response on this issue.

Sincerely,



Beth Phinney
Member of Parliament
Hamilton Mountain

BP/st

CC: Ms. Judith Bishop
Chair
Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, ON
L8N 3L1

Mr. Marcel J. Castura
Director of Education and Secretary of the Board
Hamilton-Wentworth Catholic district School Board
90 Mulberry Street, Box 2012
Hamilton, ON
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#22

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DOMINIC AGOSTINO, M.P.P.

HAMILTON EAST

Tuesday, May 14, 2002

Hon. Elizabeth Witmer, Deputy Premier

Minister of Education

22nd Floor, Mowat Block

900 Bay Street

Toronto, ON M7A 1L2

Dear Minister,

I am writing today regarding a serious funding crisis facing the Hamilton Wentworth District School Board this year.

As you may be aware the Hamilton Board, which serves approximately 60,000 students is facing funding shortfalls this year that will result in a loss of **60** teaching jobs. It is important to note a statistic from the Hamilton Wentworth District School Board background report of May 13, 2002 that enrolment has increased more than 3 % and teacher staffing has decreased by 7.3 %.

The Hamilton Wentworth District School Board's background report also notes that high need students such as ESL and Special education students currently require more support than they are receiving.

Minister, you have appointed a task force to review the current funding formula (established 1997) that is sorely in need of a readjustment. Unfortunately, the task force will not likely report back until November and the Hamilton Wentworth District School Board budget will have been set by June of this year.

60,000 students in Hamilton-Wentworth need your help now!

It is inevitable that the task force will find the Hamilton Wentworth District School Board in need of additional funding and the students, staff and quality of education will suffer greatly if the board does not receive adequate funding.

Recently, your colleague and Minister of Labour Brad Clark, MPP for Stoney Creek agreed that Hamilton-Wentworth is in a uniquely difficult situation and faces more socio-economic issues than other boards. I urge you to listen to him

#22(a)

The Premier
of Ontario

Legislative Building
Queen's Park
Toronto, Ontario
M7A 1A1

Le Premier ministre
de l'Ontario

Hôtel du gouvernement
Queen's Park
Toronto (Ontario)
M7A 1A1



May 16, 2002

Ms. Judith Bishop
Chair
The Hamilton-Wentworth District School Board
100 Main Street
PO Box 2558
Hamilton, Ontario
L8N 3L1

Dear Ms. Bishop:

Thank you for your April 30 letter about education funding for the Hamilton-Wentworth District School Board. I appreciate this opportunity to respond to your concerns.

I am pleased to inform you that the Minister of Education announced on May 10 an increase of almost \$350 million in new funding for Ontario's public schools. Total education funding will increase from \$13.86 billion to \$14.21 billion for the coming school year, a 2.5 per cent increase from last year. As a result of this announcement, almost all school boards will receive an increase in funding.

This additional funding will be allocated in the following manner: \$86 million for enrolment growth; \$15 million to help students who may be at risk of not achieving their educational goals; \$23 million to assist school boards with declining enrolment; \$23 million for student transportation; and \$200 million added to the Local Priorities Amount for school boards to meet their operating costs, including funding for classroom teachers, special education and remedial help for students. This last amount represents an increase from \$100 to \$200 per student in additional funding. School boards can expect to receive detailed information about their share of this new funding no later than two weeks from the date of announcement.

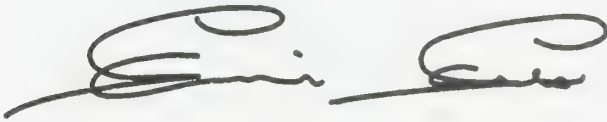
This new funding comes on top of recent announcements of \$65 million to buy new textbooks and learning resources, and \$25 million for a new Early Math Strategy and to expand the Early Reading Strategy. Taken together, the announcements of new funding by our government since April 17 total \$440 million in additional resources for education.

On May 9, the Speech from the Throne announced two further important initiatives of our government. The first is the appointment of an Education Equality Task Force, headed by Dr. Mordechai Rozanski, President of the University of Guelph, to review the funding formula and report back by November 1 with recommendations to improve fairness, certainty and stability for schools and students. The second is the introduction of three-year base funding for school boards, and the development of a model for multi-year base funding that ensures improved accountability, accessibility and fairness.

I note that you have sent a copies of your letter to the Honourable Elizabeth Witmer, Minister of Education, and the Honourable Janet Ecker, Minister of Finance. Please be assured that the ministers will give the views of your school board every consideration.

Once again, I appreciate having your concerns brought to my personal attention and I look forward to working together with school boards to provide the best education possible for children in our province.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Ernie Eves', with a stylized, cursive script.

Ernie Eves, MPP
Premier

c: The Honourable Elizabeth Witmer
The Honourable Janet Ecker

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DOMINIC AGOSTINO, M.P.P.

HAMILTON EAST

and take action now. The Hamilton Wentworth District School Board needs your time and attention immediately.

I would be happy to discuss this issue further at your convenience, as soon as possible. Feel free to contact my Queen's Park office to set up a meeting and hear, first hand the gravity of the problems facing Hamilton's Public School Board.

I look forward to your hearing from you.

Regards,

Dominic Agostino, MPP

Cc: Hon. Brad Clark
Hamilton Public School Board Trustees

D I S T R I B U T I O N

REGULAR BOARD
May 27,, 2002

April 29, 2002

MAY 09 2002

Vol. 14, No. 9

At OPSBA

Board of Directors and Executive Council met in April

A meeting of the Board of Directors was held in Toronto on April 19 and 20. This meeting was preceded by a meeting of Executive Council held on April 18 and 19. The agenda for the meeting of Executive Council was similar to the Board of Directors' agenda and many issues were considered. The following are some of the meeting highlights.

- The Board of Directors received a presentation and passed a motion in support of a proposal for the "Recognition of the Achievement and Skills of Students at Risk in Ontario Secondary Schools".
- The Board also considered and adopted several resolutions such as the draft OPSBA budget for 2002/2003; membership fees; the management of the OPSBA Legal Defense Fund; proposals for constitutional amendments; and member board resolutions from Greater Essex County DSB on the "double cohort"; from Ottawa-Carleton DSB on province wide tests for students; from Durham DSB on funding for small schools; and from Upper Canada DSB on the development of the certification test for teachers.
- Resolutions concerning OPSBA core issue work groups for 2002/2003; hydro deregulation; funding for school authorities; and a resolution for consideration at the CSBA annual general meeting concerning ESL funding were also considered by the Board of Directors.

- Information and reports on the funding crisis, a B.C. Court ruling concerning a case of bullying, the GST transportation rebate for school boards, a summary of responses to the OPSBA discussion paper, "Exploring Future Directions for Publicly-Funded Education" and a legal opinion on deficit financing, as well as an update on the Special Education ISA Work Group, were received for information.

For more information: Florenda Tingle, Executive Coordinator, x108, e-mail ftingle@opsba.org

OPSBA in the media

New ministers face old problems. Witmer plans conciliatory approach to education. Ontario's new education minister says her appointment signals that the Conservative government is ready to change the tone of its relationship with teachers. "I believe we have an opportunity to build bridges with teachers," Elizabeth

Continued on next page

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SECRETARY OF THE BOARD, PLEASE DUPLICATE FOR ALL TRUSTEES, DIRECTOR AND SUPERINTENDENTS



If you have any comments about *Fast Reports*, contact CARLA GARBAS, Editor
LIZ SANDALS, President • GAIL ANDERSON, Executive Director

OPSBA • 439 University Avenue, 18th floor, Toronto, Ontario M5G 1Y8 Tel: (416) 340-2540 Fax: (416) 340-7571
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Witmer, a former teacher and school board chair, said after being sworn in yesterday. Witmer, who also has the added clout of being named deputy premier, takes over from Janet Ecker, who is now finance minister. She said ultimately the government and teachers have more in common than they realize. "They want the same as we want, and that is the best for the student in the classroom," she told reporters.

The former environment minister and leadership candidate said she plans to begin meeting later this week with key education groups, including the leaders of teachers' unions. "I'll be in a position then to make some further announcements as to where we go and how we get there," she said. Witmer, 55, has a reputation for being a conciliator and said she plans to bring her skills as a peacemaker to her new job overseeing the education of almost 2 million children in Ontario with an annual budget of \$14 billion. "We're going to reach out to people, we're going to listen, we're going to consult, take decisive action, but it's going to reflect the input of all people throughout the province," she said.

The Tories have had an acrimonious relationship with Ontario's 140,000 teachers, marked by a 10-day, province-wide teachers' strike in 1997 and numerous other labour disruptions. Teachers have been rankled by Tory government policies to reduce preparation time, increase their workload and introduce teacher testing. The initial reaction to Witmer's appointment is positive.

"We're actually quite pleased that Elizabeth is going to be education minister. She has an excellent background and she'll be a quick study in education," said OPSBA president Liz Sandals. "I think it signals a shift in attitude. I think Ms. Witmer has indicated that she wants to have a more conciliatory approach to education and we certainly welcome that ... She will be able to sit down and talk through the issues with us, rather than imposing," Sandals added.

Witmer has long coveted the job of education minister. She served as trustee for the Waterloo Board of Education from 1980 to 1990, including an unprecedented five years as chairperson. Prior to that, she taught physical education, English and history. "I certainly bring a lot of experience

and insight to the job and I do believe that's going to help me," she said.

She has some strong ideas about what changes she'd like to implement. Indeed, they formed the strongest part of her policy platform during her leadership bid when she called for a 90-day review of the funding formula for schools with a view to pumping more money into education. In addition, she proposed:

- Moving some of the content of the new Grade 9 curriculum to lower grades, namely 7 and 8, and acknowledging that the quick move to a new curriculum has been too much for some students and has resulted in a rising failure rate.
- Addressing the looming teacher shortage by introducing a certification program that allows newcomers to train for the profession over the summer.
- Hiking enrolment at faculties of education.
- Reconsidering the Conservative government's decision to reduce the number of streams in high school to two from three with a view to restoring the basic level.

Witmer hinted yesterday that she'd like to proceed with some of those reforms. "I'm going to start the consultation and I hope to be in a position where we can move forward," she said. "We need to make sure students in the classroom have access to the best education possible."

Sandals said a review of the funding formula is urgently needed. "We're very pleased that during her campaign she indicated she wanted to review the funding model. In fact, we'd like to meet with her immediately. We have a real funding crisis in education," she said.

Indeed, the province's public school system is expected to swamp the new education minister with demands for more money to make up for what it calls a \$1 billion cut in real education spending since the Progressive Conservatives took office in 1995. Eves has stated he believes some parts of the system are underfunded, that Queen's Park should review the funding formula and that every student should have a textbook and every teacher proper

resources. With half the public school boards in Ontario expected to face their first deficit this year, trustees, bureaucrats, students and teachers all have called for more money. As reported in the *Toronto Star* by Theresa Boyle, April 16.

Budget distress hits boards across Ontario. Half of public school systems face shortfall. About half of Ontario public school boards are facing budget shortfalls under the province's education funding formula, along with as many as a third of the 29 Catholic boards. Toronto's public board, with a \$150 million shortfall, is talking of cuts that include 3,000 support jobs and its 41 world-renowned parenting centres.

And other boards projecting shortfalls, including those in Peel and Durham, say they've already made the kinds of cuts being threatened in Toronto. "Between '90 and '95, we cut over \$100 million from our budget. We've cut all the excess. We don't have services like Toronto does," said Peel District School Board Chair Janet McDougald, who projects a \$20 million shortfall if current funding prevails when the budget is tabled in June. To bring services such as psychologists, speech pathology, social work and music instruction in its 192 schools to 1995 levels, the board would need a lot more, she said.

OPSBA president Liz Sandals said the number of schools in a shortfall position is rising because it's against Ontario law to run a deficit. Each year's losses are folded into the next year's operating costs. "It's like a great big snowball that just keeps growing."

Although the Durham board probably won't run into a deficit, it expects a \$7.5 million shortfall, said Ron Trbovich, superintendent of business and treasurer. "We're within and under the spending for central administration. We've already done those cuts," he said. "If we're going to cut \$6 million, that's ludicrous," he said. "We're anxious about getting a solid increase to the general legislative grants to school boards."

The crisis is widespread, said Annie Kidder, of the group People for Education. "It's important that we understand it is boards across the province. It's Catholic boards, it's public boards, it's French boards — it's not a Toronto issue."

Peel's McDougald said the province funds \$51,721 for an elementary teacher and \$58,500 for a secondary teacher, but Peel pays \$55,700 and \$62,500 respectively, a situation that will only tighten with the growing teacher shortage.

York Region District School Board is managing within its \$583 million budget, but it's a struggle for a region experiencing fast growth with the pressure of growing immigrant populations and more need for ESL and special education, said spokesperson Ross Virgo.

Toronto Catholic board Chair Joseph Carnevale said urban boards are stressed because there's not enough money being channelled through Learning Opportunities Grants, which are supposed to compensate boards for help given to high-risk students. "Urban issues need to be addressed," he said. "There are plenty of rural issues that get addressed in the envelope, but nothing for the urban boards." The board has made tough choices to balance its \$684 million budget, Carnevale said.

At the Toronto public board, the threat to cut parenting centres left program manager Ruth Sischy shaken. "We simply have to fight to make sure this doesn't happen, because these cuts would hurt the most needy children in the city," she said. "We serve the families most at risk — the isolated, immigrant parents from war-torn countries, living below the poverty line." While boards are required to submit balanced budgets by the end of June, Toronto board chair Donna Cansfield said yesterday she will seek an extension from Queen's Park to negotiate a new formula. The board will seek discussions with the province and public meetings over how to tackle the crisis — but there are growing calls for trustees to defy the province and run a deficit if no more money is forthcoming.

New Education Minister Elizabeth Witmer said yesterday she recognized that "there are always very difficult decisions that need to be made regarding the balancing of the budget." She said she plans to meet with school boards in Toronto and Ottawa and visit schools so "I can see first-hand what is happening in the classroom." As reported in the *Toronto Star* by Tess Kalinowski, April 18.

Witmer inherits Tory-made mess in school system. Elizabeth Witmer is just starting out on her quest to discover what ails Ontario's publicly financed education system, and we can only hope that at some point she will tell us what she wants to do. The new Education Minister has promised to review the financing formula brought in four years ago by the Progressive Conservative government to see if it needs fixing. Actually, she knows it needs fixing and probably knows how, but she's not giving anything away. That's Ms. Witmer's way. She is an ultracautious politician with an unparalleled ability to stick to vague bromides. Queen's Park is filled with sad tales of reporters who tried and failed to push her off her talking points.

It certainly won't take her long to get up to speed on the issue. She is a former teacher and spent five years as the chairwoman of a school board in Kitchener-Waterloo. Almost everyone in the education business is thrilled to have someone so knowledgeable running the shop. These same people will, of course, be pressing her to act immediately, and a great deal hangs on her ability to fix things. Voters may be befuddled about who to blame for the woes of the health system, but they know the Tories created the mess in education by believing they had the answers. And what a mess. About half of Ontario's 31 public school boards and about a third of the Roman Catholic boards are facing budget deficits in the next year. Everywhere, boards are complaining about having to cut programs and about watching helplessly as their schools fall into disrepair.

Part of the problem is the formula itself and the flawed way in which it assumes that the problems faced by boards in Toronto and Moosonee are roughly equivalent. The other problem is the money for its implementation. The Mike Harris government introduced the formula because it wanted to introduce fair financing across the province. It abolished the system under which boards received some of their budget from Queen's Park and raised the rest through property taxes. Under the new model, the province dictated how much boards could spend.

Boards complain that the benchmark for their budgets is based on 1997 costs, and although there have been occasional sweeteners, this hasn't been updated. The Ontario Public School Boards' Association

estimates that the province-wide shortfall in board revenues is now about \$1.1 billion – this at a time when the government is warning that it may be facing a budget deficit of up to \$5 billion. A cheque for that amount would ensure adequate funds under the current formula, but many local boards want the formula itself to be drastically revised to give them some flexibility.

"What the funding formula needs is a ground-up complete reworking," said David Reid, the director of education with the Toronto District School Board, where a looming \$150-million shortfall in revenue from the province has raised the prospect of closing 12 schools.

Education bureaucrats agree that it's a simple matter – a few scribbles on a cocktail napkin – to devise a formula that covers three-quarters of board expenditures. The details of the last quarter are devilish, however, and the province's emphasis on averaging just doesn't cut it.

How to deal with Toronto's swimming pools or the huge heating costs in northern schools? How can old schools with inefficient layouts and huge upkeep costs be treated fairly in comparison with new, better-designed schools? The Tories were warned about the difficulties of central planning. They were told it would take 15 years to fine-tune a formula. They didn't listen.

"There was a political arrogance that said, 'We've decided we can do it, therefore it will be done,'" said OPSBA president Liz Sandals. Ms. Witmer wanted the education portfolio. She believes there's always room for compromise. But will she get the backing to allow her to bend a bit? As reported in the *Globe & Mail* by Murray Campbell, April 25.

For more information: Jeff Sprang, Director of Communications & Media Relations, x111, e-mail jsprang@opsba.org

Across CANADA

Stats Canada publishes April issue of the *Learning Resources Bulletin*

The April issue of the *Learning Resources Bulletin* is now available on Statistics Canada's Learning Resources website (www.statcan.ca/english/edu/). *Learning*

Resources is a bi-monthly bulletin that presents free information and teaching materials. Educational organizations that support primary and secondary teachers in Canada or individuals can subscribe to this bulletin by sending an e-mail message to listproc@statcan.ca, leaving the subject line blank. In the body of the message, type subscribe statcanedu then your first name and your last name. For example, type "subscribe statcanedu John Smith".

If you already use Statistics Canada information in the classroom, you can win a Statistics Canada publication by describing how it is used. For more information, visit the site (<http://www.statcan.ca/english/edu/librarian.htm>). The closing date has been extended to April 30, 2002.

The April issue includes:

- **Where we live: the story of Canada's population**
(http://geodepot.statcan.ca/Diss/Highlights/Index_e.cfm). In this report of the Canadian population, colour maps, tables, charts and photographs are used to illustrate historical trends in population. It also analyses changes in population in different provinces and territories and at the local community level and describes the booming urban development in Canada's largest cities and the contrasting decline in rural areas.
- **A Canadian geography toolkit – the 2001 Census page.**
(<http://www12.statcan.ca/english/census01/release/index.cfm>). This page has information for geography teachers, such as a report on population counts. Future reports include one on age and sex. For the release schedule, visit (<http://www12.statcan.ca/english/census01/release/UpRel.cfm>). Reference materials such as statistical tables to compare data for different places and the Geosearch tool (<http://geodepot.statcan.ca/Diss/GeoSearch/index.cfm?lang=E>) for basic population and dwelling data for anywhere in Canada, are also available from this page. Thematic maps (http://geodepot.statcan.ca/Diss/Maps/ThematicMaps/index_e.cfm) and reference maps (http://geodepot.statcan.ca/Diss/Maps/ReferenceMaps/index_e.cfm) can be used to learn how to read maps and the illustrated glossary (http://geodepot.statcan.ca/Diss/Reference/COGG/Index_e.cfm) is an excellent learning tool that includes links to tutorials.
- **The new 2001 Community Profiles... where did the maps go?** This page has been revised since the previous issue. It now has the 2001 Census version and only includes recently released population and dwelling counts. More 2001 data will be gradually added during the next 18 months and a new mapping feature will be available in the summer of 2002. To find previously available 1996 information on education, income and work, families and dwellings, births and deaths, or other maps and data, click on the link for the "1996 Community Profiles", located at the bottom of the page. Visit GeoSearch (<http://geodepot.statcan.ca/Diss/GeoSearch/index.cfm?lang=E>) for an alternative mapping tool.
- **Acquiring computer skills: what's your learning style?**
(<http://www.statcan.ca/english/kits/social.htm>). "Learning Computer Skills", an article from the spring 2002 issue of Canadian social trends, and the accompanying lesson plan helps students become aware of different learning methods and their own preferred learning style.
- **Lesson plan: Canada and its Trading Partners**
(<http://www.statcan.ca/english/kits/trade/trade1.htm>). This new lesson plan for intermediate and secondary students uses data in Canadian Statistics and in E-STAT to explore the growing importance of international trade in general, and trade with the United States in particular. It also examines seasonal variations in imports and exports, as well as the impact of the United States on Canada through other interactions such as media, immigration and culture. This lesson plan is suitable for classes in geography, Canadian studies, and business studies.

- **Family Studies Kits**
(<http://www.statcan.ca/english/kits/Family/intro.htm>). "The Division of Labour in the Family" and "The Socio-economic Characteristics of the Family" are two more chapters recently added to this kit. Each chapter comprises a series of commented graphs for teachers to use as overheads or discussion handouts.
- **New in E-STAT**
(<http://estat.statcan.ca/>). This interactive research and learning tool is available free to Canadian schools. "Health Reports, 2002/2001, Vol. 13, no. 3", including "Fruit and Vegetable Consumption" and "Community Belonging"; "Learning Computer Skills"; "The changing recreational spending patterns of Canadians; "Driven to excel: A portrait of Canada's workaholics"; and "Staying in Touch: Contacts between adults and their parents are some new articles recently added to this page.

For more information: Sunita Kossta,
Education Liaison Officer, Statistics
Canada, phone (416) 973-6574, e-mail
sunita.kossta@statcan.ca

NOTICES

A free resource for teachers coming in September 2002!

Classroom Connections, a non-profit organization dedicated to supporting public education in Canada, has developed new teaching tools to address difficult to deal with issues such as the tragic events of September 11. *Cultivating Peace in the 21st Century* is an ongoing initiative to promote a culture of peace in Canada through educational resources for teachers that focus on the issues of peace, conflict and global citizenship. These resources provide teachers with mechanisms for addressing such issues within the curriculum. The first module in the series, *Cultivating Peace in the 21st Century*, is a ready-to-use set of activities that examines the basic concepts of peace, why we still don't have it, and what we need to do to get it. It is designed for social science and Canadian/world history curricula for grades 10 to 12. To make it easier to integrate, the lessons are complete with ready-to-copy student materials, video components from the National Film Board, full teacher instructions

and suggestions for evaluation. All the materials are modular and the complete unit can be integrated or just individual activities.

The first module will be available for delivery to schools in August 2002 and will be available on-line in June 2002. It will be free for all school boards already registered with Classroom Connections. Module 2 will be available in schools beginning August 2003. Visit the *Cultivating Peace* website (www.cultivatingpeace.ca) for on-line versions of all developed resources and for an extensive database of related websites and support materials, as well as a student area and a teacher idea sharing feature. Also visit the site for updates, links, resources and full project information. Information flyers are available by contacting Classroom Connections.

For more information: Heather McTaggart,
Executive Director, Classroom Connections,
phone (416) 462-1242, fax (416) 466-3104,
e-mail
classroomconnections@sympatico.ca or
visit www.classroom-connections.com

College of Teachers hosts Northern Employer Conference

The Ontario College of Teachers will be hosting a Northern Employer Conference for northern district school boards and school authorities on May 29 in Sudbury at the Howard Johnson Plaza Hotel and on May 30 in Thunder Bay at the Valhalla Inn. The conference will discuss the duties of employers under the *Ontario College of Teachers Act*. Presentations will include information on 2002 membership requirements, Temporary Letters of Approval, what it means to be certified and qualified, the implications of the Labour Mobility provisions, the Professional Learning Program, Qualifying Test and board reporting of disciplinary matters. There is no fee for attendance. The invitation memo from the College, the agenda and registration form is included for member boards with this *Fast Reports*.

For more information: Cathy Lofgreen,
Ontario College of Teachers, phone (416)
961-8800 or 1-888-534-2222 x225, fax
(416) 961-8822

CALENDAR OF EVENTS

**JOINT CENTRAL WEST/WESTERN
REGIONAL COUNCIL**

May 4, 10 a.m. to 3 p.m.
Lakeport High School-Eden High School,
St. Catharines

**PROVINCIAL LABOUR RELATION
NETWORK**

June 6, 8:30 a.m. to 2:30 p.m.
Holiday Inn Select Toronto Airport Hotel

AGM & PROGRAM

June 13 to 16
Holiday Inn, Waterfront, Sault Ste. Marie

**Waterloo Region DSB
Invites applications for the position of**

SUPERINTENDENT OF INSTRUCTION

The Waterloo Region District School Board is inviting applications for the position of Superintendent of Instruction. The Board intends to select a well-qualified educational leader who will offer strong and innovative leadership to help achieve the Board's mission.

The Waterloo Region District School Board is situated in the heart of Southwestern Ontario. The Board provides a comprehensive educational program for approximately 60,000 full-time day students in the Region of Waterloo through 125 schools and centres, and employs approximately 6,000 full and part-time employees. Additional information is available on the Board's web site at www.wrdsb.on.ca

The successful candidate will report to the Associate Director and will be responsible for:

- o managing the day-to-day operation of several families of schools which includes responsibility for program, instruction, assessment, planning and the overall learning environment;
- o supervising families of schools' principals;
- o assessment, evaluation and reporting of student and system data; and
- o elementary staffing

Candidates must:

- o possess a Supervisory Officer's Certificate from the Ontario Ministry of Education;
- o have related educational leadership experience; and
- o be a member in good standing with the Ontario College of Teachers.

The successful candidate will assume the roles and responsibilities of this position on August 1, 2002, or on a mutually agreeable date.

Qualified educators are invited to request an application package for the position. The package includes background on our school system and the position. Please address the request to:

**Director's Office
c/o Karen Baker
Waterloo Region District School Board
51 Ardelt Avenue
Kitchener, Ontario N2C 2R5
(519) 570-0003 ext. 4224
Email: karen_baker@wrdsb.on.ca or Fax: (519) 570-9007**

The remuneration for this position will be competitive with other comparable school boards and commensurate with the duties and responsibilities of a supervisory officer.

The application must be submitted by 4:30 p.m., on May 24, 2002, and should include two personal employment references, one community reference and a reference from your immediate supervisor with authorization to contact them under the terms of the Municipal Freedom of Information and Protection of Privacy Act, 1989. The successful candidate will also be required to provide a current police reference check.

Sandy Shantz
Chairperson of the Board
Cecil Omand
Director of Education and Secretary

FAST REPORTS**weekly information for decision-makers in education****May 6, 2002****Vol. 14, No. 10****At OPSBA****Draw prizes are needed**

The OPSBA 2002 Annual General Meeting and Program, *"Soaring Into the Next Frontier"* will be held from June 13 to June 16 at the Holiday Inn, Waterfront, 208 St. Mary's Drive, Sault Ste. Marie.

Once again, we are inviting member boards to help the 2002 AGM & Program Planning Committee by contributing a draw prize that reflects their communities or regions.

If your Board has something to contribute, please contact the OPSBA office or send your draw prize directly to OPSBA **before June 3**. You may also bring your draw prize to the Registration Desk at the Holiday Inn, Waterfront on the day of the conference. Please ensure the board name is clearly indicated on the draw prize.

We thank you for your commitment to ensure the success of this year's AGM and Program.

With appreciation from this year's AGM & Program Planning Committee:

Lucas Bedell, Student Trustee, Algoma DSB;
Elaine Crawford, Trustee, Limestone DSB;
Wanda McQueen, Vice-Chair, Algoma DSB;
Karen Morin, Trustee, Algoma DSB;
Pam Morse, Trustee, Ottawa-Carleton DSB;
Carl Pitman, Trustee, Hasting and Prince Edward DSB; and
Russell Reid, Chair of the Board, Algoma DSB.

For more information: Ernesta Graham, Events Coordinator, x115, e-mail egraham@opsba.org

OPSBA Work Groups are finishing up a busy year

The two OPSBA Work Groups, Program and Policy Development, have had full agendas for the 2001/2002 school year.

The Program Work Team will hold their final meeting on May 31 when it will deal with a resolution from the Board of Directors on the double cohort issue. A representative from the Community Colleges sector will be present at the meeting to share information from their perspective.

The Policy Development Work Team held its final meeting of the year on April 26. A key agenda item for the work team was the development of a resolution to the board of directors based on the results of the *Discussion Guide* which accompanied the OPSBA discussion document, *"Exploring Future Directions on Public Education"*. The work team also discussed the CSBA *Discussion Paper on an Accountability Framework*, for submission to the CSBA office and an information report was provided on OPSBA's activities with respect to provincial finance issues.

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SECRETARY OF THE BOARD. PLEASE DUPLICATE FOR ALL TRUSTEES, DIRECTOR AND SUPERINTENDENTS

If you have any comments about *Fast Reports*, contact CARLA GARBAS, Editor
LIZ SANDALS, President • GAIL ANDERSON, Executive Director

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e-mail: cgarbas@opsba.org • www.opsba.org

As per the OPSBA Constitution, the Board of Directors will consider a recommendation at its June meeting to re-constitute both of these work groups. Trustees interested in serving on the work groups should submit their names as per the Nomination Form. For copies of this form, contact OPSBA Executive Coordinator Florenda Tingle.

For more information: Cynthia Andrew, Legislative & Policy Analyst, x112, e-mail candrew@opsba.org; or Susan Weinberg, Policy & Professional Development Program, x125, e-mail sweinberg@opsba.org

From the EDITOR

The distribution of *Fast Reports* will be changed

At the recent meetings of Executive Council and the Board of Directors, there was discussion about the distribution of *Fast Reports*. Some members feel that it would be a more effective and efficient use of resources to receive *Fast Reports* by email rather than by mail. Therefore, the Association will be making this an alternative for those who request it.

If you would like to receive the weekly mailing of *Fast Reports* by email, please make this request in writing by sending an email to me (cgarbas@opsba.org). Please fill in the subject line with "request for emailed *Fast Reports*" and be sure to include your complete email address. When this request is received, your name will be removed from the mailing list and you will receive the first issue in PDF format after your request is received. Adobe Acrobat Reader is required to view and print PDF files and can be downloaded at no charge by visiting the Adobe website (www.adobe.com/products/acrobat/readstep.html).

For more information: Carla Garbas, Fast Reports Editor, x124, email cgarbas@opsba.org

At QUEEN'S PARK

Early Math and Reading strategies announced

On May 1, 2002, Premier Eves and Education Minister Witmer announced \$25 million in spending in the 2002-2003 school year,

towards an Early Reading and Early Math initiative. Approximately \$8.4 million will be spent to extend the already introduced Early Reading strategy, for kindergarten through grade 3. A total of \$18 million will be spent developing an Early Math strategy, also for kindergarten through grade 3. The dollars will largely be spent in the area of resources and training supports for students, and examining effective teaching methods for reading.

There will be two Expert Panels developed, one for each of the Early Reading and Early Math strategies. Each panel will consist of educators, teachers, principals and researchers (with specific expertise in assessment). They will report on instructional strategies, intervention methods, assessment and model studies. The Ministry has stated it will take its direction from these panels, and will begin a training program this fall, for teachers from kindergarten to grade 3. This training will involve approximately 2000 teachers, and follow-up will be conducted.

School boards will be provided dollars for the release time needed for teachers to participate in this training.

For more information: Camille Quenneville, Director of Policy Development, x128, e-mail cquenneville@opsba.org

Premier Eves sets date for new Legislative Session

As soon as Premier Ernie Eves had confirmed his seat in the legislature, by winning the by-election in the riding of Dufferin-Peel-Wellington-Grey, he announced that the Ontario Legislature will resume with a Speech from the Throne on Thursday May 9th at 1:30 p.m. The Throne Speech will give Premier Eves an opportunity to present his plan for Ontario's future.

"We have carefully established our priorities, set our plans and appointed capable, competent people who will help me keep Ontario fiscally strong and socially responsible," said Eves, when announcing his plans. "I'm ready to take my seat in the legislature and bring forward my plan to protect and build on the gains we've worked so hard to achieve."

The Throne Speech will also be the first for Ontario Lieutenant Governor James Bartleman.

OPSBA will resume the legislative highlights email service starting May 9th as well. Member board trustees and school board administrators wishing to receive this daily email report should contact the OPSBA office.

*For more information: Cynthia Andrew,
Legislative & Policy Analyst, x112, e-mail
candrew@opsba.org*

NOTICES

Ontario Parent Council names new chair

Trudy Griffiths has been named Chair of the Ontario Parent Council. She has been a member of the Council since 1998, and has served as treasurer, vice chair and acting chair. Ms. Griffiths has been very active on her local school council, in the Keewatin-Patricia District School Board.

The Council consists of twenty parents, who promote parental involvement in education, and provide advice to the Minister of Education in that regard. Six of the members are regional representatives, eleven are parent members and there are three representing provincial parent associations.

*For more information: Camille Quenneville,
Director of Policy Development, x128, e-mail
cquenneville@opsba.org*

CALENDAR OF EVENTS

PROGRAM WORK TEAM

May 31, 10 a.m. to 3 p.m.
OPSBA Boardroom, Toronto

PROVINCIAL LABOUR RELATION NETWORK

June 6, 8:30 a.m. to 2:30 p.m.
Holiday Inn Select Toronto Airport Hotel

AGM & PROGRAM

June 13 to 16
Holiday Inn, Waterfront, Sault Ste. Marie

COMMITTEE OF THE WHOLE

Monday, June 3, 2002

6:30 p.m.

A G E N D A

URBAN MUNICIPAL

6:30 p.m.

R. Woodworth

1. Call to Order
2. Approval of the Minutes of May 6, 2002
3. Business Arising from the Minutes
4. Approval of Agenda

JUN 03 2002

I ACTION ITEMS:

GOVERNMENT DOCUMENTS

Program

5. Verbal Update – Presentation from SISO re Immigrant and Refugee Students C. Reid
6. (a) Presentations and Correspondence from Mrs. R. RaoPeters with regard to French Immersion in Waterdown K. Croxall
- (b) French Immersion Review Recommendations K. Croxall

Human Resources

Resource Allocation

7. Funding Pressures – Educational Assistants *[to be distributed at the meeting]* D. Grant
8. School Budget Surplus Carry Forward D. Grant

Relationships

9. City/Board Liaison Committee *[to be distributed at the meeting]* J. Bishop

Communication

Governance

10. Report of the Joint Advisory Committee M. Matier

Accommodation

11. Name Change for Centennial School J. Wibberley

II MONITORING ITEMS [see yellow]:

Human Resources

12. Staff Report – Full-Time Equivalent Positions D. Grant

III INFORMATION ITEMS [see pink]:

Program

13. Presentation – Industry Education Council (IEC) Richard Allen

Relationships

14. Comprehensive Waste Management and Recycling Program D. Tyagi

Governance

15. Flying of the Flags Protocol M. Matier

Public Questions for Clarification

Future Meetings:

Committee of the Whole	Monday, June 10, 2002	6:30 p.m.
Special Committee of the Whole	Monday, June 17, 2002	6:30 p.m.
Board	Monday, June 24, 2002	6:30 p.m.
Special Education Advisory Committee	Wednesday, June 26, 2002	7:00 p.m.

COMMITTEE OF THE WHOLE

Monday, May 6, 2002

Those present: Robert Barlow, Judith Bishop (Chair of the Board), Wes Hicks, Eleanor Johnstone, Wayne Marston, Ray Mulholland, Lillian Orban, Laura Peddle, Ian Thompson, Bruce Wallace and Reg Woodworth (Vice-Chair of the Board).

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Student Services), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Program and Assessment), D. Grant (Superintendent of Business), W. Joudrie (Superintendent of Education), J. Lavery (Superintendent of Education), C. Reid (Superintendent of Education), D. Tyagi (Controller of Plant Services) and J. Wibberley (Superintendent of Education).

1. Call to Order

R. Woodworth called the meeting to order at 6:32 p.m.

2. Approval of the Minutes

Minutes to be distributed at the May 13, 2002 Committee of the Whole.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Referring to items 15. Child Care Policy and 16. Volunteer Policy Development Committee - Update under Information Items, J. Bishop felt these two items deal with policies and should be moved to the Action Items section of the agenda.

It was moved by W. Hicks, seconded by L. Orban: That the agenda be approved as amended.

CARRIED UNANIMOUSLY.

DELEGATION:

5. French Immersion in Waterdown

Rajani RaoPeters presented on behalf of French Immersion in Waterdown. She noted there are concerns regarding no formal correspondence about French Immersion from the Board and that there should be some consideration given for out-of-catchment students to be transported to a French Immersion Program.

L. Orban asked if it were possible to offer French immersion in Waterdown where would the program begin. R. RaoPeters responded an extra portable at Mary Hopkins could be added as those students would be attending Mary Hopkins already. Therefore there wouldn't be any extra pupil places removed.

L. Orban asked if the parents of those students would be willing to transport them.

R. RaoPeters responded that twenty-one parents have expressed interest and these students currently attend Mary Hopkins. She added those parents who are out-of-catchment have agreed to transport their children.

L. Orban asked whether R. RaoPeters has received encouragement from K. Croxall. R. RaoPeters responded she has and that Claudette Sims, Consultant, has been wonderful also.

R. Woodworth thanked R. RaoPeters for her presentation.

At this time.

It was moved by R. Mulholland, seconded by I. Thompson: That the French Immersion in Waterdown delegation be referred to Senior Officials.

J. Bishop thanked the presenter. She noted that a large group of parents interested in French Immersion and other parents are being bussed to the Catholic System who are searching for a French Immersion Program. She hoped the report from Senior Officials would be expedient and felt this is further choice for parents. She felt the Board should seriously examine a French Immersion program at Mary Hopkins School.

K. Croxall advised trustees that under the current policy there are only magnet schools. In the French Immersion Review there was a recommendation for another model with a minimum number of thirty, possibly 25 students. She added that even with that many parents interested in the catchment area, Executive Council didn't support this as it puts pressure on schools for catchment students and equity issue for people in the community for some to have a French Immersion opportunity.

B. Wallace wondered if there was any way around this as there is a policy in place.

R. Mulholland noted trustees are putting provisions on the referral motion. He asked that administration then look back at the history of French Immersion. He added it used to be that a program wouldn't be started unless there were fifty students, now, there are nine students in a French Immersion class.

L. Orban also asked that an answer to students that will be accommodated at Mary Hopkins schools that would be in English kindergarten.

To the motion, **CARRIED UNANIMOUSLY.**

I ACTION ITEMS:

Program

6. Alternative Program Review

It was moved by E. Johnstone, seconded by B. Wallace: That the Hamilton Alternative Program (An innovative community-based program rich in the arts and global education) be approved as a pilot project for the 2002-2003 school year. The program must not exceed 100 students in its pilot stage. A review of the pilot will be provided to the Board by May 2003. At the May 2003 meeting of the Board, a decision will be made on the continuation of the program as outlined in the '*Alternative Program Decision-Making Protocol*' of the Board.

C. Reid outlined the report. He made the following points:

- The Hamilton-Wentworth District School Board serves 50% of students eligible to attend these schools.
- The community our Board serves is becoming more diverse.
- The project will be reviewed after the first year.

W. Marston thanked Superintendent Reid for such a comprehensive report. He cautioned, that students' needs not parents' preference must be a key factor to consider in this program. He expressed concern at the price to the rest of the system.

C. Reid responded many of the students who would access this program are home-schooled. It would be an opportunity to introduce those students to the public system.

W. Hicks expressed concern that the general public had not had a chance to vet this initiative.

C. Reid explained the committee is still gathering information. He noted it would be ideal to have something the public could come and visit and decide whether to support.

W. Hicks noted there is a lot of doubt in the education system due to the government. He then referred to page 6-6 the final bullet asking if the Assembly of Schools Council supported that comment.

C. Reid responded that comment was taken from a representative of the Assembly of School Councils. He added the Assembly of School Councils was the same as other stakeholders by taking the information back to their executive.

In further clarifying, C. Reid noted the proposal went to the Executive of the Assembly of Schools Councils noting that is the appropriate process.

R. Barlow asked for clarification as to whether the majority of students attending this program would be home-schoolers.

In response to questions, C. Reid clarified the following points:

- If the Board chose to target home-schoolers only, this doesn't have equity of access. He felt the program needed to be open to all students to ensure equity.
- There has not been a school targeted yet; however, there is a school that has come forward and shown interest.
- There is no bussing as the plan would be to stick to what current practices are to what would be perceived as alternative programs.

R. Barlow noted his difficulty at approving this proposal when the Board is sending a delegation to Edmonton, Alberta to look at a similar proposal.

E. Johnstone noted these families could have gone to the Catholic School Board but they chose our board. Our Board is looking for new ideas and wants to show the community we want their students to attend our Board. She felt trustees should give the program one-year and it may be the best thing to happen to this Board.

L. Orban noted she has always been for this particular program if it is meant for homeschoolers. She suggested stating home-schoolers have first choice and then open it up system-wide.

C. Reid responded there is no guarantee and he can't support a recommendation to exclude any particular group from attending the program.

I. Thompson suggested it might be viable to have the program in several areas of the city to ensure all students have an opportunity to attend.

B. Wallace noted he is supporting the motion. He advised trustees to look at their vision of public education. He stated his vision of public education is a large umbrella that can take in everyone. He added this is not breaking new ground and other boards have done this already.

B. Wallace continued to say he hasn't received phone calls from parents who are interested in the program and felt the Board wouldn't be inundated with participants.

R. Mulholland asked if the recommended action was that of the Committee. C. Reid responded, yes, the recommended action was based on the Committee's input with approval from Executive Council.

In response to a query about the upcoming delegation to Edmonton, C. Reid stated he hoped to bring back a variety of programs.

R. Mulholland is there any suggestion that this could continue on to the secondary program.

C. Reid from the whole protocol perspective. The only way a program is going to expand is if it has the support of the Board.

C. Reid agreed this is a drawback to the program. He added that originally a family grouping approach was considered and straight grade classes would have been preferred. He noted there would be a higher chance of split grade classes.

J. Bishop stressed the communities are telling us what they want now and that looks different than it used to. She added she has a school in her area that has the best EQAO results in the Board; however, the school only attracts 51% of the population in that area. Parents are saying they want specialized and diversified programs and more parental involvement. She added that increased parental involvement will train teachers to work with parents and prove what parental involvement at its best can do for the school system. She concluded by stating that the Board needs to be more innovative.

L. Peddle agreed the Board needs to be innovative; however, she was concerned that key people were not convinced the program was worthwhile. She added she couldn't see the difference between this program and regular school programs and there was no solid implementation plan or criteria with which to base decisions.

C. Reid responded the prime factor is parental involvement. He added the ultimate authority will rest with the principal and there will be no stand alone school, rather, the program will operate in a school that has space.

B. Wallace advised members not to oppose the program simply because there is a delegation going to Edmonton. He noted the Edmonton programs are much further ahead of this basic program. He added that ideally every school should have the program and this depends on the number of volunteers in a school and their relationship with the school principals.

W. Hicks felt the public had not been properly informed of the program. He reminded members of the initial Westmount project and how there were many public meetings. He then asked how the London and Toronto Boards informed their public about this program.

C. Reid responded the pilot program in those cities began twenty-five years ago so he wasn't sure how they communicated to their public. He added what was planned for our Board if this is approved tonight is as follows:

- advertising for anyone who wants to apply
- public meeting regarding the parameters of the program
- public to be informed the project would be for one year

W. Hicks asked why the process wasn't taken to all stakeholders in the beginning. C. Reid responded he followed the protocol approved by the Board.

E. Johnstone expressed discouragement from the debate. She advised trustees the program should start small with an area that can be managed.

J. Bishop reminded trustees they had passed a protocol for doing this and included steps. She noted one of the steps was not to have public meetings.

C. Reid responded there is no general perspective and that each program is its own program with high parental involvement.

To the motion, LOST. Recorded vote: In favour, B. Wallace, E. Johnstone, R. Woodworth, L. Peddle and J. Bishop; Opposed, W. Marston, W. Hicks, L. Orban and R. Barlow; Abstention, I. Thompson.

7. Resolution from Waterloo Region DSB re returning environmental education to the curriculum

J. Bishop asked K. Croxall to comment.

K. Croxall stated it is true that environmental education is a separate area of study. She added the current outdoor education centre is accessed by regular elementary teachers and secondary teachers.

J. Bishop felt members should support this initiative.

**It was moved by J. Bishop, seconded by R. Barlow: That The Hamilton-Wentworth District School Board write a letter to the Minister of Education in support of the environmental initiatives of the Waterloo Region District School Board.
CARRIED UNANIMOUSLY.**

Relationships

15. Child Care Policy

K. Croxall advised trustees that certain areas of the Child Care Policy are no longer valid. She noted emphasis would be looking at goal statements regarding expectations. These criteria would be the basis for the licensed providers and there are questions around expanding the policy to unlicensed providers.

At this time,

It was moved by J. Bishop, seconded by W. Marston: That a committee will be struck to develop a draft Child Care Policy.

J. Bishop was happy to see that looking at a review of licensed/unlicensed programs. She asked if it would be possible for a trustee to sit on this committee.

K. Croxall responded yes this is possible.

To the motion **CARRIED**, 7 in favour, 2 abstentions.

16. Volunteer Policy Update

C. Reid advised trustees the committee does not have a policy to present; however, the draft policy has been developed. After presenting the draft policy to the Committee and receiving their response it will then go to stakeholder feedback. He added a response from OSBIE and felt the committee will continue its work through to September.

It was moved by R. Barlow, seconded by J. Bishop: That the Volunteer Policy Development Committee: Status Report and Update be received for information.

J. Bishop asked about the membership of the stakeholder groups. She added there is a concern that this policy may be used to keep volunteers out of the schools.

C. Reid noted the stakeholders are listed and they are going to take back to the larger groups. He noted there has been a lot of discussion around the police check and they will have to bring to the Board the recommendation from OSBIE regarding this. That may create some issues.

J. Bishop hoped the Board will consider such groups as the police volunteers and Kiwanis.

R. Mulholland noted he supported the motion; however, he didn't see in the report that this Policy will go to the Joint Advisory Committee.

C. Reid responded that was an oversight and it is understood this Policy will go to the Joint Advisory Committee.

To the motion, **CARRIED UNANIMOUSLY**.

Accommodation

9. New Elementary School on Templemead Drive

It was moved by L. Peddle, seconded by W. Marston:

(a) It was moved by L. Peddle, seconded by W. Marston: That the Board approve a total project budget for the new elementary school on Templemead Road of \$8,400,000 to be funded from the Capital Reserve Funds.

(b) That the Board approve a contract with G.S. Wark Limited as the General Contractor for the construction of a new elementary school on Templemead Road at a cost of \$7,349,000 (before GST) conditional upon building permit approval and finalization of day care costs with the Umbrella Board.

D. Grant outlined the report.

R. Barlow supported the contractor; however, he asked how the Board in Orangeville could build a school for 4.8 million dollars and our Board needs to spend 8 million dollars.

R. Mulholland hoped that when look at sum of 7.8 million that this is what it will cost us.

To the motion, **CARRIED UNANIMOUSLY.**

II MONITORING ITEMS:

Human Resources

10. Staffing Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of April 30, 2002 is consistent with the number anticipated.

III INFORMATION ITEMS: (see pink)

Human Resources

12. Verbal Response to Lloyd George School Council re reduction in secretarial time

W. Joudrie noted the following process adopted due to concerns regarding secretarial allocation at Lloyd George School. He added the following list was developed with school administrators and staff in consultation with the school council:

- alteration of administrators time schedule – opposite times than secretary – always someone in the office
- v-p always carries cell phone and is available to be contacted.
- mail deliveries are to the staff room if noone in the office
- front door locked on the half day the secretary isn't there.
- contact office ahead of time before sending one down
- students travel in buddy system
- weekly problem-solving sessions –
- school council members have been more visible in the schools
- administration will only attend mandatory meetings or in-service out of the building
- additional items to all the schools ie. walkie talkies, door buzzer systems.

R. Mulholland noted a close eye should be kept on the secretarial staff of the twinned staff of Fairfield and Lloyd George.

W. Joudrie noted there are school council in the audience tonight who are very concerned that these erosions have an impact on the quality of the school.

13. Verbal Report re Four-Man Painting Team

D. Tyagi this program started last year and from what he can see in the short time the Board has received excellent value for the money. He noted that in terms of utilization of resources have succeeded in terms of finding a useful program. He added that they want to continue this program into the next year subject to money available for painting jobs. He added one aspect working with budget people is that original concept to charge the time to the capital budget and that is something that is being considered.

It was moved by R. Mulholland, seconded by I. Thompson: That the Board continue utilizing the four-man painting team.

CARRIED, 9 in favour, 1 abstention.

B. Wallace asked about financing the painting. D. Tyagi responded the Board would have money for painting.

L. Peddle wanted to know what the Board is giving up in order to do this.

D. Tyagi responded there are casual caretaking staff replacing the caretakers doing the painting. He added that this year he believes a system would be devised to charge the building renewal budget for salaries rather than the caretaking staff budget.

E. Johnstone visited the inner city schools and was amazed at what a fresh coat of paint can do.

To the motion, **CARRIED**, 9 in favour, 1 abstention.

Program

14. Response to Norwood Park School Council, Hamilton-Wentworth

Home and School Council and Canadian Parents for French re French Immersion Review

W. Hicks noted he hoped it hasn't been said that the Board will agree to bus students to the French Immersion program.

K. Croxall noted that a recommendation that transportation be provided from area to area not door to door be considered.

W. Hicks hope to see this budget item.

17. Public Questions for Clarification

A member from the audience asked who will answer buzzers in the school and where will money come from for the walkie talkies and the buzzer.

W. Joudrie noted when the principal or vice-principal is not in the school then a teacher designate will answer the buzzer.

C. Reid noted that when he was put in a position where he had to make staff cuts and a reduced deficit in secretarial time there had to be alternatives implemented. For example, one time only costs rather than those things needing to be maintained and ongoing.

A member of the audience asked that if there is an open door policy how will you promote parents and volunteers to come into the school and not want to disrupt the program.

W. Joudrie stated the intent is that the doors will be open most of the time when the administrator or secretary is on site. He added the Board is trying to make the best of a difficult financial reality.

A member of the audience asked if a report regarding the French Immersion Delegation will be done. K. Croxall responded she couldn't promise when this would be complete.

It was moved by W. Marston, seconded by B. Wallace: That the meeting be adjourned at 8:50 p.m.

CARRIED UNANIMOUSLY.

#6

The Hamilton-Wentworth District School Board

MEMORANDUM

for distribution
Director.
Signature: *M. Matier*
Date: *May 30/02*

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Program and Assessment
Re: Presentations and correspondence from Mrs. R. RaoPeters with regard to French Immersion in Waterdown
Date: May 30, 2002

As part of the Board's effort to increase enrolment in French Immersion programs in Hamilton-Wentworth, Claudette Sims, Ontario Curriculum Consultant, made five presentations to parents in different areas of the Board. These meetings were aimed at parents who were interested in enrolling their children in a FI Senior Kindergarten in the coming school year (2002-03); however, parents with younger and older children were also in attendance.

Because of ongoing interest in the Waterdown area, one of the sessions was offered at Waterdown District High School. Following up from that meeting, parents who were interested in the program, and especially interested in the potential for a FI program in Waterdown, were asked to contact Mrs. Sims' secretary, Sandra Cardwell, to express interest. A list was developed. There was no analysis of the list as it was being developed; new names were added as interest was expressed and no personal information was collected at that time unless offered by the person calling in.

The French Immersion Review recommended that a minimum number of 30 (-5) students for Kindergarten and 25 for Grade 1 be the lowest level at which a program would be considered viable. The French Immersion Review also recommended that the Board consider a "home school" delivery model for opening new sites that would be based strictly upon in-catchment students of a particular school.

As the list for Waterdown was being developed the criteria for neither of the two recommendations was met for any school in Waterdown. The closest that any list came was Mary Hopkins where a total of 22 parents called in regarding interest in FI at that school. There were also a few parents from the other Waterdown schools (Guy Brown, Allan A. Greenleaf).

Recently the list was analyzed; parents were contacted and information was tracked with regard to current age/grade level of their child and current enrolment status in investigating the potential for an SK FI class at Waterdown. The following summarizes the information:

- 7 children are registered for Mary Hopkins SK for 2002
- 4 children are registered for Mary Hopkins JK for 2002
- 2 children are currently attending JK at the Catholic school but would consider the public board if FI were offered for SK
- 2 children are currently in SK and so would be in Grade 1 next year – one in the Catholic system, one at Mary Hopkins
- 1 child would be eligible for JK in 2003
- 1 child would be eligible for JK in 2004
- 1 parent was no longer interested
- 3 parents had signed up on the wrong list as they were in the Guy Brown (2) or the Greenleaf (1) catchment areas
- 1 parent did not respond to our telephone or email messages

The Board has not formally advertised about the possibility of a FI program in Waterdown because at this point there was no alternative model approved by the Board to start a site. A magnet school model would

not be possible given the accommodation pressures in the Waterdown area; in fact, when A.A Greenleaf School was under construction, Zone 1 studied the issue of making that school a French Immersion site, but the plan was rejected due to accommodation issues.

The issue of French Immersion has received a fair amount of publicity in the Waterdown area without formal Board advertising. A few very interested parents have carried out advertising. For example, Mrs. RaoPeters was instrumental in convincing the Mary Hopkins School Council to send out a survey through all the School Councils, flyers were placed on telephone poles, and several articles appeared in both the Flamborough papers, etc. There was definitely interest in the community but to date this interest as demonstrated through our data was not the kind of concentrated interest that is required to consider starting a "home school model".

After the Board meeting on May 27, 2002, Mrs. RaoPeters emailed me her list of names of interested parents. She emailed two lists – one on May 28 and a second and lengthier list on May 29. The second list contained 75 names, some with phone numbers and some without phone numbers; Mrs. RaoPeters had also organized information as she understood it with the birth dates of children so that the Board could see the interest in French Immersion, not just for those parents who had children going into SK in 2002.

On Wednesday, May 29 my Executive Assistant aided by another Executive Assistant began to contact the people on the list. Information from the school records (Trevlac) was sought to identify some of the people named and their phone numbers. Given that there has not been sufficient time to contact all the people on the list and to receive a phone call back when a message had to be left, I will not be able to bring forward information about the numbers interested in French Immersion until Monday's meeting. I will provide additional statistical information then.

A recommendation is being brought to the Board with regard to Board support of a "home school" model. If that model is approved, then procedures for identifying interested schools, and for parents to identify their interest in starting their children at SK in the FI program will be developed. However, the administration would not bring forward any proposal that did not meet the criteria for viability and sustainability over time.

If the Board does not support a "home school" model, then new sites would only be identified when the current magnet sites are not able to accommodate the number of French Immersion students requesting the program. Interested parents in the Waterdown area would always be able to enroll their children at our French Immersion magnet school sites.

The Hamilton-Wentworth District School Board

MEMORANDUM

Date: June 3/02

To: Merv Matier, Director of Education
 From: Krys Croxall, Superintendent of Program and Assessment
 Date: June 3, 2002
 Re: Analysis of the List provided by Mrs. RaoPeters with regard to interest in French Immersion in Waterdown

Every effort was made to contact the people on the list provided by Mrs. RaoPeters where they differed from the list of people who had called into the office of Claudette Sims. Telephone numbers were not provided for thirty-one of the seventy-five names on the RaoPeters list. At the time this memorandum was being prepared six (6) of the names had not been contacted because of lack of information (phone number) and fifteen (15) had not been home or had not returned calls to our office when messages were left. Where information could be extrapolated from Trevlac for some of these people they were included in our calculations.

Some of the information provided by Mrs. RaoPeters with regard to birth dates of children was incorrect and had to be verified by Trevlac or by personal contact with the parents.

The analysis to date is that there is not sufficient interest in the Mary Hopkins catchment to start a class in Senior Kindergarten.

Category	Numbers
SK Mary Hopkins catchment area for 2002	13 (including those whose parents had conditions or the need for more information before registering)
Grade 1 Mary Hopkins catchment area for 2002	11 (including children whose parents had the need for further information)
Mary Hopkins JK children for 2002	1
Mary Hopkins catchment area children older than SK or Grade 1 (different families than those above)	6
Mary Hopkins catchment area children younger than SK (not included in families above)	1
NOT interested	10 (including parents who wanted a different form of FI or a separate school FI)
No answer to messages/not home/no phone number available	13/ 2/ 6 = 21
Parents from other areas	14 (AAG 4, G -1, GB 5, B 3, FC 1)

Parents interested in FI in Waterdown/Flamborough

6-18

Status	Children	Other Information
1 FI interest	SK (2002)	
2 FI interest	SK (2002)	
3 FI interest	*SK (2002)	in JK in separate school - would switch
4 FI interest	SK (2002)	Balclava area - registered separate school and G.R. Allan
5 FI interest	SK (2002)	at St. Thomas now - would switch
6 FI interest	SK (2002)	
7 left message	Gr. 1 (2002)	Trevlac data
8 FI interest	SK (2002)	
9 interested	SK (2002)	also child 1999
10 would like more information	SK (2002)	
11 no answer	Gr. 1 (2002)	Trevlac data
12 left message	SK (2002)	Trevlac data
13 left message	Gr. 1 (2002)	Trevlac data
14 left message	SK (2002)	Trevlac data
15 NOT interested		
16 FI interest	Gr. 1 (2002)	
17 NOT interested		
18 FI interest	Gr. 1 (2002)	
19 left message	older children Trevlac data 1993, 1995	
20 FI interest	older children Trevlac data 1995, 1996	
21 left message	older child Trevlac data 1993	
22 Not home	older child 1995	
23 left message		
24 left message		
25 needs more information	SK (2002)	
26 FI interest	JK (2002) - older children Trevlac data 1993, 1996	
27 FI interest	Gr. 1 (2002) - 2 children	
28 FI interest	Gr. 1 (2002)	
29 left message		
30 NOT interested		
31 not sure	SK (2002)	
32 not sure	Gr. 1 (2002)	
33 left message	private school	
34 NOT interested		
35 Not home	older children - M.H., F.C, High school	
36 FI interest		

Parents interested in FI in Waterdown/Flamborough

6-10

37	no phone number	
38	FI interest	older children 1992, 1994
39	no phone number	
40	left message	
41	left message	
42	left message	
43	no answer	
44	no phone number	
45	no phone number	
46	FI interest	Gr. 1 (2002)
47	FI interest	older children 1992
48	no phone number	
49	only interested in Catholic system	
50	left message	
51	left message	
52	NOT interested	
53	left message	
54	NOT interested	Catholic board
55	only interested in 50% FI	*SK (2002)
56	FI interest	SK (2003)
57	FI interest	JK (2003)
58	FI interest	SK (2002)
59	no phone number	
60	NOT interested	children younger 1998, 2000 - going to Montessori
61	NOT interested	children younger 1999, 2001
62	left message	
63	FI interest	*children 1997, 1999, 2001
64	left message	only if there is bussing FC area
65	left message	
66		A.A. Greenleaf area
67		Guy Brown area
68		Guy Brown area
69		A.A. Greenleaf area
70		Greenville area
71		Guy Brown area
72		A.A. Greenleaf area
73		Guy Brown area

6-1d

Parents interested in FI in Waterdown/Flamborough

74
75
76

A.A. Greenleaf area
Balaclava
Balaclava - SK (2002, 2003)

FI interest

6-2

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education
 From: Krys Croxall, Superintendent of Program and Assessment
 Re: French Immersion Review Recommendations
 Date: May 30, 2002

by the Director
 Signature: Merv Matier
 Date: May 30/02

RECOMMENDATIONS FROM THE FRENCH IMMERSION REVIEW

ACTION PLAN: Transportation and Sites for French Immersion

1. That the Board attempt to provide French Immersion in as many viable schools as possible.
2. That the Board provide limited area to "magnet" school transportation service.

As indicated earlier this year during the initial report of the French Immersion Review, reports would be coming forward from time to time with regard to recommended strategies and actions to strengthen the French Immersion program within the Board. This report deals with transportation (which could only be considered within the context of the Board's budget deliberations) and the "home school" model of delivery.

Recommended Action

Moved by _____, seconded by _____ that The Hamilton-Wentworth District School Board approve extending French Immersion into areas with little excess accommodation by establishing a "home school" model with the following criteria:

- Schools with multiple classes at each grade level (e.g. JK-8 schools with 500+ population)
- If 30 (-5) in-catchment students at SK and 25 in-catchment students at the Grade 1 level commit to the FI program, establish the school as a French Immersion site with no out-of-catchment students allowed
- No French Immersion transportation beyond that which the school catchment area generates
- The same maintaining and closure rules as for a K-5, K-8 or 6-8 French Immersion "magnet" school (e.g. if the enrolment falls below the minimum for two years, review the viability)

Rationale

The sites for the current magnet school model are not equitably distributed across the Board. Given that transportation is currently the responsibility of the parent, this means that some parents have much greater driving times and distances than others in order to place their child within the FI program.

In some growth areas of the Board where there may be interest in French Immersion (e.g. Waterdown), accommodation issues do not provide the opportunity to establish new FI sites as "magnets". Therefore a "home school" model where only children within a school's normal catchment area would be accepted into the FI program would be an alternative mode of establishing new sites, provided that there were sufficient enrolment interest in FI from among entry-level (i.e. SK) students at the school. The "home school" model would not add to a school's enrolment but would allow for a viable program provided that sufficient numbers of in-catchment students were interested.

The "home school" model would also be of interest in any area where there is sufficient interest in FI in the catchment to establish classes in a school but parents are not willing or able to provide transportation to any of the magnet sites.

In the French Immersion community there is considerable pressure for the Board to establish new sites as a balance to the necessity of closing sites that are no longer viable. The recent interest from Waterdown, whether or not it actually demonstrates sufficient enrolment to consider starting a new program, is an example of the need for the Board to consider ways of establishing new French Immersion sites. The Board's support of this concept would establish an alternate approach to French Immersion in the Board and would require amendment to the Board's current policy.

Transportation

Moved by _____, seconded by _____ that The Hamilton-Wentworth District School Board establish "pick up" spots and transportation routes to serve students traveling to their closest "magnet" schools.

Rationale

The Hamilton-Wentworth District School Board is one of a very small number of boards in Ontario that do not provide some form of transportation for French Immersion students. The lack of transportation service has been cited by parents as one of the main reasons that the program is not growing in enrolment in this board while French Immersion is experiencing growth in other jurisdictions. Given the limited number of magnet sites and the fact that they are not distributed evenly across the jurisdiction means that access to the program is not equitable and may be excluding interested students whose parents cannot commit to the transportation requirements.

The French Immersion Review recognized that the Board's Transportation budget was unlikely to be able to support full transportation services for all FI students within the Board given the current funding crisis; however, the review recommended that the Board consider some limited transportation services from outlier communities and distant portions of catchment areas using one or two schools as "pick-up" points if numbers warranted. This strategy would serve only students who were traveling to their closest "magnet" school (in other words, it would not provide out-of-catchment transportation for students). Part of the strategy outlined by the Review suggested that the Board might consider partnering with the separate board that already provides some limited area-to-area transportation for its own FI students.

REPORT FROM EXECUTIVE COUNCIL WITH REGARD TO THE FRENCH IMMERSION REVIEW RECOMMENDATIONS

Executive Council recognizes the value of the French Immersion program to students, parents and the community. Executive Council supports strategies to strengthen the program already offered at "magnet" sites but does not support the "home school" model as an alternative mode of expanding program delivery for a variety of reasons:

- equity issues since only in-catchment students would be able to attend the FI program;
- equity issues if some FI students are provided with transportation (under the current Transportation Policy re: distance and other criteria) while other FI students attending "magnet" schools are not;
- cost issues in that starting a new program is expensive and these expenses will carry on for a number of years (French textbooks, resources and program materials) as new grades are added to the school, although it may be that the program starting from a limited base is not sustainable over time;
- concern that the base number of 30 SK (-5) students would not result in a viable program number by the time the students reached Grade 6 for a middle school program;
- pressure on the school to admit out-of-catchment students to "prop up" the program if numbers declined from within the catchment area, thus adding to any accommodation problem the school might already have.

6-4

Regretfully, Executive Council cannot support the recommendation for transportation at this time for the following reasons:

- cost impact (information on transportation costs will be provided by Daryl Sage, Manager of Planning and Accommodation) when the Board's Transportation budget is already inadequate and services have been cut;
- the need to amend the Board's Transportation Policy to allow for French Immersion transportation service would open the question of transportation services for other "system" programs and potentially mean further budgetary problems for the Board;
- the need to amend the current French Immersion Policy that specifically states that transportation will not be provided by the Board for the FI program;
- equity issues if some students still do not have access to transportation services due to low enrolment from a specific area.

6-5

To: Krys Croxal, Superintendent

From: Don Grant, Superintendent of Business and Treasurer
Daryl Sage, Manager of Accommodation & Planning

RE: French Immersion – Transportation Costing

The purpose of our analysis was to estimate the costs associated with transporting French Immersion students.

Premise upon which costing has been developed:

- No change to current French Immersion program locations other than Sherwood Secondary and Sanford Ave.
- Students residing outside of current French Immersion boundaries would be transported to nearest program
- Students to be transported will reside at least 1.6kms from their designated school.
- No change made to existing bell times.
- Students to be transported will be congregated at school location, then routes established between schools.
- 60 minute ride criteria as well as 15-minute window maintained.
- No opportunity to utilize existing vehicles as they are currently double or triple runs.

SCHOOL	STUDENTS BEYOND 1.6KM	72 PASSENGER	20 PASSENGER	TAXI	ESTIMATED COST
Westdale	177	4	2	1	\$184,200
A. M Cunningham	38	1			\$32,000
Earl Kitchener	57	1	1		\$58,200
Dalewood	7		1		\$26,200
Glen Echo/Glen Brae	87	2	1		\$90,200
G. R. Allen	39	1	1		\$58,200
Norwood Park	211	5	1	3	\$197,600
Peace Memorial	53	1	1		\$58,200
Ryerson	13		1		\$26,200
	682	15	9	4	\$731,000

Note: costing based on current student counts and current rates.

Estimated Costing for French Immersion Students

15 – 72 passenger vehicles	\$480,000
9 – 10 passenger vehicles	\$235,800
4 – taxi students	<u>\$15,200</u>
	\$731,000

Plus FI Sherwood to Westdale
Sanford Ave to Earl Kitchener \$56,000

\$787,200



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

#7

TELEPHONE: (905) 527-5092

STATEMENT BY TRUSTEES:

The trustees of the Hamilton Wentworth District School Board take very seriously their fiscal and legal responsibilities both to balance the budget and to provide instruction and adequate accommodation for all students.

We have made cuts to administration, to teachers, to special education, to cleaning, and to support services.

Our current draft budget, if implemented, will compel Trustees to continue to strip down the school system. More teachers will have to be cut. More funding intended for English as a Second Language, French as a Second language, and inner city children, will instead be used to cover regular classroom teachers so as to balance the budget. School repairs will have to be placed on hold for another year. The Trustees of the Hamilton Wentworth District School Board are deeply disturbed, and have reached a point where they feel they must give consideration to a course of drastic action to draw the provincial government's attention to this **ongoing** crisis in the Hamilton-Wentworth public school system.

A meeting to resolve this **serious situation** with the Minister of Education is being urgently requested.

June 3, 2002



The Hamilton-Wentworth District School Board

7-1

Educational Assistants

Education Crisis—CALL TO ACTION

The Crisis

The Hamilton-Wentworth District School Board is gravely concerned about the impending crisis in education. The current funding model does not generate adequate resources to support quality education for our children. The Provincial Government is our single source of funding. In the past four years, the Board has received an increase in revenue of 3.5%. During this same period, the cost of living alone has increased by 8.4%. As a result, we have seen a steady reduction of staff, supplies and services due to a funding model that has not kept pace with the economic realities of Ontario. The Board has been forced to cut over 200 Teachers, 53 Secretaries, over 150 Support and Administrative Staff, and over 200 Custodians/Cleaners. Despite the best efforts of our remaining employees, we do not believe that we can continue to provide the education system that our children deserve.

Specifics

Here are some examples of the impact of Provincial Government's Funding Model in the area of Educational Assistants:

- A reduction of eight full-time educational assistants is anticipated for September 2002.
- Even higher numbers of students with severe special needs will enter the Junior Kindergarten/Senior Kindergarten programs this September.
- The educational assistant resource base is restricted, and is not keeping pace with the increased demand.
- We can only serve students with severe needs.
- A Catch-22 situation currently exists with the funding application process: unless support already exists for a student, additional support cannot be requested.
- Time is taken away from students to complete the exhaustive application process for funding.
- Special Education students require more support than they are receiving.
- Expectations for Special Education programs are lowered due to the reduced support base.
- The burden of academic support for special education students is increasing for the regular classroom teacher.
- Individual potential for special needs students is not met so the gap widens between ability and attainment.
- Students' health and safety needs have replaced learning needs as the priority.

If the salary and benefit benchmarks in the funding model reflected actual costs, The Hamilton-Wentworth District School Board could afford to hire an additional 60 Educational Assistants rather than considering further reductions.

Action

So, what can YOU do? ⇨ The adequate funding of your children's education is the responsibility of the Government of the Province of Ontario. Please call, write, fax or e-mail the Premier, or the Minister of Education. Let them know that the current funding benchmarks do not reflect current costs. Let them know that this funding gap needs to be addressed immediately. Ask for their support in averting the crisis.

Contact



Premier Ernie Eves
Telephone: 416.325-1941
Fax: 416.325-3745
webprem@gov.on.ca

Minister of Education Elizabeth Witmer
Telephone: 416.325-2600
Fax: 416.325-2608
elizabeth_witmer-mpp@ontla.oi.org



The Hamilton-Wentworth District School Board

P.O. Box 2558 – 100 Main Street West
Hamilton, Ontario L8N 3L1
905-527-5092

June 2002

Background Report: Educational Assistants

Introduction:

The Hamilton-Wentworth District School Board provides elementary and secondary educational programs for approximately 60,000 students. The extent and quality of the programs it can provide is largely determined by its financing. The provincial government is responsible for providing adequate financial resources and therefore completely controls the level of funding that school boards in Ontario receive.

The focus of this report is to consider the impact of reduced funding on educational assistant staffing and program support:

Under the direction of the principal and the specific direction of the teacher, educational assistants use specialized skills and knowledge to help special needs students access educational programs, to support successful learning and to promote a level of independence appropriate for all students. They perform essential services:

- Review and plan, with the teacher, daily responsibilities and observations about students.
- Maintain up-to-date daily plans with recorded objective observations.
- Attend student-related meetings with the teacher, principal and/or superintendent, when requested.
- Assist with the socialization of students to promote understanding and acceptance by peers.
- Assist students with blind/low vision: supervision for safety, use of Braille.
- Assist students who are deaf/hard-of-hearing: supervision for safety, augmentative support, note-taking, FM system use, signing, non-verbal communication, etc.
- Assist in program activities of designated students.
- Assist students with behavioural needs: danger to self/others, predictably aggressive, unpredictably violent, excessively anxious, etc.
- Assist students with medical needs: suctioning, catheterization, seizure response, extreme asthma risk, choking risk, etc.
- Assist students with personal care needs: supervision for safety, repositioning, diaper changing, toileting, feeding, lifting, mobility, etc.
- Supervise students at lunch and assist as required with specialized feeding such as hand-over-hand or tubal feeding.
- Assist students who need help with transportation: in and out of vehicle and safe transfer to and from the classroom.
- Follow recommendations of the occupational therapist or physiotherapist such as ongoing lifting, repositioning, etc.
- Gather, organize, prepare and/or set up needed supplies, materials and equipment for learning activities.

- Assist individual or small groups of students with learning activities.
- Implement programs established for students by speech and language pathologist and teacher in areas such as articulation, language, writing and reading.
- Assist students who require augmentative communication to support learning.

Issue:

Educational assistants' staffing is the one and only example of increased staffing numbers since 1995; however, this increase has not kept pace with the need in the system. In recognition of this need, the Board has allocated funding from other areas in order to provide additional educational assistant support. The needs of our students for educational assistants continue to outstrip the staffing available.

The role of educational assistants has changed dramatically since the implementation of the Provincial Funding Model. Prior to its implementation, the Board was able to devote educational assistants to students with reading or other academic difficulties. Today, educational assistants are primarily providing support to students for safety and health reasons. Learning needs alone can no longer be supported.

Implications of Restrictions on Educational Assistant Staffing:

- **We can only serve students with severe needs:**
 - ✓ Restricted educational assistant staffing means that students with mild or moderate needs cannot be assisted.
 - ✓ While an individual student's needs remain the same each year, the hours of the educational assistant assigned to that student are being reduced.
- **Demand for Educational Assistant Service compared to Actual Allocation**

# of EAs requested for September 2001	# of EAs actually allocated for September 2001
800	400

- **For special needs students, resources have been reduced and are not keeping pace with increased demand:**
 - ✓ Special Education students require more support than they are receiving.
 - ✓ Expectations for Special Education programs are lowered due to the reduced support base.
 - ✓ The burden of academic support for special education students is increasing for the regular classroom teacher.
 - ✓ Individual potential for special needs students is not met so the gap widens between ability and attainment.
 - ✓ Students' health and safety needs have replaced learning needs as the priority.

- **Regular class teachers are faced with increased responsibilities**
 - ✓ Teachers must attempt to meet the needs of special education students along with their other students.
 - ✓ Responsibility for program changes for special needs students falls on the teacher.
 - ✓ Alerts regarding students' health and safety needs become the teacher's responsibility.
 - ✓ A Catch-22 situation currently exists with the funding application process: unless support already exists for a student, additional support cannot be requested.
 - ✓ The myriad of quality support available within our community for pre-school children leads to disappointment for families when their child receives reduced support upon school entry.
- **Competition among schools for Educational Assistants is now a reality:**
 - ✓ An exhaustive and detailed application process is required by schools in order to qualify for EA allocation.
 - ✓ Because student needs are increasing, EAs are re-assigned during the school year with the result that students have to adjust to new EAs.
 - ✓ It is difficult to respond to students' changing needs.

Why Doesn't The School Board ...

Pay Educational Assistants Less?

The salary paid to educational assistants of the Hamilton-Wentworth District compares favourably to the salaries paid by other school boards in the province. In order to attract, retain and motivate employees, the board must pay fair salaries. In the 2002-2003 school year it is estimated that the average cost associated with EA positions will be approximately \$31,000. However, the benchmark provided for the funding models falls short of covering these costs by more than \$4,000 per Educational Assistant.

Cut out Frills?

The Hamilton-Wentworth District School Board has cut out the frills. Since 1995, one out of every three Board Administration positions has been reduced; that is a 33% reduction in the work force available to support the school system. The size of the board administration, for an organization that is one of the five largest employers in Hamilton, is small and is in line with other boards in Ontario.

Board Operating Costs:

Board	Percent of Operating Expenditure spent in the classroom	Percent of the Operating Expenditure spent on board administration
Halton	67%	3%
Hamilton-Wentworth	67%	3%
Peel	67%	3%
Toronto	58%	7%

#8

Committee of the Whole
Resource Allocation: Action

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: June 3, 2002
Re: School Budget Surplus Carry Forward

Approved for distribution
by the Director.
Signature: M. Matier
Date: May 30/02

Recommended Action:

Moved by: _____

That the requests for school budget surplus carry forward in to the 2002-2003 school year as outlined in Appendix A dated June 3, 2002 be approved.

Rationale:

Schools have the opportunity to carry forward, for one fiscal year, a year-end surplus equivalent to a maximum of 10% of interchangeable budgets. They also are required to carry forward any interchangeable budget deficits. Schools are permitted to incur a deficit equivalent to a maximum of 5% of their interchangeable budgets that must be eliminated within the next two budget years.

Requests to carry forward any amount in excess of 10% must receive Board approval. This provision enables principals to plan for the implementation of programs and/or purchase resources to support their school plan initiatives that the annual school budget would not allow.

Appendix A provides information regarding each school requesting approval for a greater than 10% budget carry forward.

DG/GdeJ
Attach.



The Hamilton-Wentworth District School Board

School Surplus Carry Forward

Name of School	Total Budget	Carry forward Requested	Rationale
Bennetto/Centennial	\$119,179.00 (combined total)	\$41,712.00 35%	To offset costs associated with the closure of Bennetto School and its relocation to Centennial. Also funds will be carried forward to assist with the expenses associated with the new computer labs.
Hess Street	\$74,931.00	\$25,000.00 33%	The grade 6's will be remaining at Hess as the initial stage of the implementation of Hess Street School to a JK-8 organization. Additional costs will be incurred.
Mountain View	\$66,062.00	\$10,000.00 15%	Money will be used to purchase reading and science texts.

**REPORT OF THE JOINT ADVISORY COMMITTEE
MAY 14, 2002**

RECOMMENDED ACTION

It is moved by _____, seconded by _____ that the Report of the Joint Advisory Committee dated May 14, 2002 be approved.

1. Review of Policies

It was moved by N. Hughes: That the following policies be deleted:

- (1) Curriculum Development
- (2) Native As A Second Language
- (3) Approval of Texts
- (4) Appointment of Personnel
- (5) School Telephone Service
- (6) Financing
- (7) Investment
- (8) Bank Services
- (9) Principal Supervision
- (10) Leaves of Absence
- (11) Additional Staff – elementary/secondary
- (12) Permanent Contracts
- (13) Appointment of Administrative Personnel in the Schools
- (14) Temporary Appointments to positions of added responsibility
- (15) Transfer of Teaching Staff
- (16) DND and Teacher Exchange Application
- (17) Course Reimbursement
- (18) Secretarial Assistance in Wentworth County Schools
- (19) Special Education Identification, Placement and Review Committee
- (20) Diagnostic and Remedial Teams (DART)
- (21) Reporting to Parents
- (22) Evaluation of Student Achievement
- (23) Memorial Bursaries
- (24) School Discipline
- (25) Discipline – Code of Conduct for pupils on school buses
- (26) Communication of Provincial and System-wide Assessment Results
- (27) Literacy
- (28) Parent/Community Involvement
- (29) Creative Playground
- (30) Drug Education
- (31) Safety standards
- (32) Fencing of Properties
- (33) Land Use Planning
- (34) Ontario Human Rights Code

It was moved by J. Bishop: That the following policies be considered for further review:

- (1) Native as a Second Language
- (2) Leaves of Absence
- (3) Permanent Contracts
- (4) Diagnostic and Remedial Teams (DART)
- (5) Memorial Bursaries
- (6) Parent/community Involvement
- (7) Creative Playgrounds/Community Use of School Yards

#11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

by the Director.

MEMORANDUM

Signature:

M. Matier

Date:

May 30 / 02

TO: MERV MATIER, DIRECTOR OF EDUCATION
FROM: JIM WIBBERLEY, SUPERINTENDENT OF EDUCATION
DATE: June 3, 2002
RE: NAME CHANGE FOR CENTENNIAL SCHOOL

Recommended Action:

Moved by _____ that the name of Centennial Elementary School be changed to Bennetto Elementary School effective September 1, 2002.

Background

1. At the end of this school year Bennetto Elementary School will be closed and merged with Centennial School. An addition is being constructed at Centennial to accommodate the additional students.
2. Bennetto (grades 6 to 8) and Centennial (grades JK to 5) are located on the same piece of property and serve the same community.
3. The Bennetto name has historical and emotional significance for the community. Bennetto started in 1889 as the eight-room Picton Street School on the northeast corner of Catherine and Picton Streets. Following a period of enlargement from 1909 to 1921, the school was renamed to honour Miss Susan E. Bennetto, a teacher for 50 years and the school's Principal for 30 years. Miss Bennetto died in 1919. Following a fire in March 1963, it was decided to build a new school one block away, on John Street. The new Bennetto School was officially opened in October 1966.
4. Centennial School, as the name suggests, gives tribute to the celebration of Canada's 1967 Centennial Year even though it opened one year earlier in 1966.

Rationale

1. The community was surveyed regarding the name change through a newsletter sent home with the students of both Centennial and Bennetto. The survey was also included in the community newsletter, *North End Breezes*. 78% of the respondents supported changing the name from Centennial to Bennetto.

11-1

2. There were many comments from the community about the number of generations that have attended Bennetto School
3. The School Councils of both Centennial and Bennetto support the name change.

II -- MONITORING ITEMS

Human Resources

12. Staff Report – Full-Time Equivalent Positions

*Committee of the Whole
June 3, 2002*

#12

The Hamilton-Wentworth District School Board

Memo

Approved for ..
By the Director
Signature: <u>M. Matier</u>
Date: <u>May 30/02</u>

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: June 3, 2002

Re: Staff Report – Full Time Equivalent Positions

Monitoring Statement:

The number of full-time equivalent positions in place for the Board as of May 31, 2002 is consistent with the number anticipated.

Rationale:

The attached report identifies the number of full-time equivalent positions by expenditure category as of May 31, 2002.

DG
Attach.



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS													
2001 ACTUALS												2001/2002 Approved F.T.E.	
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	
Teachers - Elementary	2,020.10	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00	2,026.00	2,027.00				2,025.50
Teachers - Secondary	1,220.02	1,221.68	1,221.68	1,221.68	1,221.68	1,196.51	1,196.51	1,196.51	1,196.51				1,215.57
Teacher Assistants	421.00	426.50	429.00	429.00	429.00	429.00	429.00	429.00	429.00				430.00
Professionals & Paraprofessionals	118.30	118.30	118.30	118.30	118.30	119.30	119.30	119.30	119.30				119.30
School Administration	403.93	403.93	403.93	403.93	403.93	403.93	394.13	394.13	394.13				394.13
Consultants & Special Assign. Tchrs.	28.00	28.00	28.00	28.00	28.00	28.00	28.00	28.00	28.00				28.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	151.00	151.00	153.00	153.00				153.00
School Operations	457.75	457.75	457.75	457.75	456.75	456.75	456.75	456.75	456.75				459.75
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87				4.87
Transportation	3.25	3.25	3.25	3.25	3.25	3.25	3.25	3.25	3.25				3.25
Total Full Time Equiv. Positions	4,829.22	4,842.28	4,844.78	4,844.78	4,843.78	4,818.61	4,808.81	4,810.81	4,811.81				4,833.37
Staff on Loan (recoverable)	15.67	15.67	15.67	15.67	15.67	15.33	15.33	15.33	15.33				

III -- INFORMATION ITEMS

Program

13. Presentation – Industry Education Council (IEC)

Relationships

14. Comprehensive Waste Management and Recycling Program

Governance

15. Flying of the Flags Protocol

*Committee of the Whole
June 3, 2002*

MEMORANDUM

proved for distribution

by the Director,

TO: Merv Matier, Director of Education and Secretary

Signature: M. Matier

FROM: Dev Tyagi, P.Eng., Controller of Plant Services

Date: May 30/02

RE: **INFORMATION ITEM**

COMPREHENSIVE WASTE MANAGEMENT & RECYCLING PROGRAM

DATE: June 3, 2002

Purpose:

At its meeting of September 13, 2001, the Business Committee directed that "a follow-up report regarding the Comprehensive Waste Management Program be brought to the June 2002 meeting of the Business Committee, including the environmental aspects of this program". This report is presented in response to the aforementioned directive.

Background:

In the spring of 2001, a Waste Management Committee was established to develop a Comprehensive Waste Management Plan for the amalgamated Board. The primary objective was to establish a program that will help achieve compliance with the goals set out in the Waste Management Act, which came in force on March 3, 1994. The new program was also to support the Board's own Environmental Police (No. 7.06).

In September 2001, Capital Environmental Resources Inc. was selected to provide waste management and recycling services to the Board. The program's goal was to initially achieve a target of 25% waste diversion and then eventually to reach the Provincial goal of 50%. Glass recycling was not a part of the recycling program.

Implementation:

An Administrative Memo was issued by the Executive Council to all schools directing them to develop a site based Recycling Program. In essence, the Principal of each school is responsible for organizing a recycling program with interested staff and students. Three containers are made available for each classroom and other areas – grey for waste products, blue for cans and plastic (PET and HDPE), and green for paper products.

The recycling materials are put in clear plastic bags and taken to a central location, and from there to outside recycling containers. Both waste materials and recycling materials are picked up by the Contractor, according to a set schedule.

Results:

During the nine months period, from December 1, 2001 to May 29, 2002, the Contractor processed an estimated amount of 1,390 Tonnes of waste and 86 tonnes of recyclable materials. This represents a diversion rate of about 5.8%

Issues and Challenges

Some of the issues and challenges facing the program are:

- Contamination of recyclables
- Full and effective participation at all sites

- Commodity prices and revenues – glass, steel cans, aluminums, PET and HDPE
- Resources/ Staff requirements
 - monitoring and managing the program
 - education, support and direction
 - waste audits and analysis
 - inspections of recycling facilities
 - checking and approving invoices and managing the contract

The success of a recycling program in the Hamilton-Wentworth District School Board is dependent on a commitment to participation at the school level. Each site needs to have someone in a leadership role to help co-ordinate the recycling program within that school.

The objective is to improve awareness of the process and the importance of recycling as a life skill for all stakeholders. Procedures that support the three R's, reduce, reuse, recycle, need to be reinforced.

All stakeholders should be accountable for the recycling plan in their school. To develop consistency and focus throughout the Board and to lead the recycling program to the next level, a full-time Recycling Co-ordinator position is required to oversee the entire program. However, the Province has not provided any special funding for waste management programs.

The Plant Department is currently reviewing its organizational structure. One of the components of such a review is to see how the waste management program could be staffed within the confines of our current funding. At the very least, Caretaking staff will monitor the program and supply Area Supervisors with information on the progress of the recycling program.

It is our intention to negotiate enhancement to the current program, including revenue sharing options, with the Contractor.

15
The Hamilton-Wentworth District School Board

M e m o

To: Trustees

From: Merv Matier, Director of Education and Secretary

Date: June 3, 2002

Re: **Flying of the Flags Protocol**

The Current Board Policy

- the flag is to be flown every school day during school hours
- the flag is to be flown at half mast on the following special days:
 - Remembrance Day
 - death of a student, staff member , or person known to the school
- the flag at the Education Center is to be flown at half mast on the "Day of Mourning" (April 28) to show respect for this day
- it is the responsibility of:
 - the Superintendent of Administrative Operational Services,
 - the Superintendents of Schools,
 - Principals

The Canadian Heritage Flag Protocol

- flags at federal government buildings are flown at half mast when directed by the Department of Canadian Heritage
- days of practice are:
 - *across Canada* on the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign
 - *within a province* on the death of the Lieutenant Governor, the Premier or another person similarly honoured by that province
 - *within his or her riding* on the death of the Member of the House of Commons, or the Member of the Provincial/Territorial Legislature
 - *at his or her place of residence* on the death of a Senator, a Canadian Privy Councillor, or a Mayor
 - Remembrance Day (11am till sunset)
 - Day of Mourning for Persons Killed or Injured in the Workplace (April 28, sunrise to sunset)
 - National Day of Remembrance and Action on Violence Against Women (December 6, sunrise to sunset)
- "death" may be taken to include the day of death and up to and including the day of the funeral



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